

**Addis Ababa University
Faculty of Business and Economics
Department of Public Administration and Development Management**

EFFECTIVENESS
In
Appraising Employees' Performance
The Case Study of the Ethiopian Radio and Television Agency

By:
TEFERI HAILEMICHAEL

Adviser:
Dr. Chakradhar Dash
Professor of Public Administration

**A Thesis Submitted in Partial Fulfillment of the requirements for the
Masters Degree in Public Administration**

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DECLARATION

I, the undersigned, declare that this thesis is my original work, and has not been presented for any Degree to any other University and all sources of materials used for the thesis have been duly acknowledged.

Declared by the Student:

Name Teferi Hailemichael

Signature _____

Date 20 June 2008

Confirmed by Advisor:

Name: Dr. Chakradhar Dash

Signature: _____

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TEFERI HAILEMICHAEL

APPROVED BY THE BOARD OF EXAMINERS:

Dr. Chakradhar Dash

Chairperson, and Advisor

Signature

Ato Birhanu Temesgen

Examiner (Internal)

Signature

Ato Teshome Bekele

Examiner (External)

Signature

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Teferi Hailemichael

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ACCRONYMS AND KEY WORD

ERTA : Ethiopian Radio and Television Agency

ROEPAS: Result Oriented Performance Assessment System

: Count

% : Percent

W : Weighted Value

X : Mean

ABSTRACT

Performance is thus about the way the task is accomplished and the results achieved (outputs). The way inputs (resources) are utilized and the extent to which outputs (results) are achieved at institutional level designates organizational performance, which therefore, is best explained in what and how an employee in the structure is expected to get tasks geared and accomplished towards the organizational goals. The pattern a task is accomplished and the results achieved thereby flows through and within different interacting and interrelated sets of activities that constitute a system i.e. performance system. The contemporary period of increasing global competition has put more focus on effectiveness that the systems and processes in the organization be applied in the right way to the right thing:

Performance management is of performance improvement process linked to performance appraisal. In effective organizations, goals are agreed and work is planned routinely, progress is measured and feedback is communicated. And this study draws on effectiveness in appraising the performance of employees for a continuous improvement of organizational performance in the Ethiopian Radio and Television Agency (ERTA). It focuses on how effective is performance appraisal in improving the performance of employees in ERTA and in achieving strategic and operational goals.

The methods of participant observation and Likert-type questionnaires are the preferred methods to collect data from primary sources, and the required data regarding factors that contribute to effectiveness of the performance appraisal system are obtained. Accordingly, that indicates that the system in the agency is ineffectively implemented.

CHAPTER 1: INTRODUCTION

1.1 Background of the Research

This research study is an instrumental case study that intends to examine in some depth the system adopted, and set of interrelated activities practiced in appraising the performance of journalists, production technicians, the staff and their supervisors in the Ethiopian federal public broadcasting media.

Institutionalized public broadcasting media service in Ethiopia well began with the establishment of the Voice of Ethiopia in 1950s, a decade latter to be followed by the Department of Ethiopian Television. Each electronic media, i.e. the Voice and Television served independently of the other till both were structurally merged to form the sole and strong public broadcasting media organization, presently called the Ethiopian Radio and Television Agency (ERTA) in the early nineties.

ERTA is accountable to the FDRE parliament and structured into divisions of Radio, Television, Resource management and promotion, and Engineering. Each division is further organized into departments consisting of units and sub units. The agency is organized by branch offices almost all over the Federal Republic, and its total number of employees exceeds nine hundred in 2007. In appraising the performance of its employees ERTA adopts the system prepared and approved by the Ethiopian Federal Civil Service Commission. Accordingly, a Result Oriented Employees' Performance Appraisal System (ROEPAS) has been declared as a frame of reference for conducting performance appraisal in the agency.

The organization is chosen as a typical case example as it shows the nature of performance management systems and processes in the public broadcasting media of the state. This research is an attempt to measure employees' performance appraisal effectiveness by using indicators. And the basis upon which the issue of employees' performance appraisal is

selected as a functional instance of the study indicates its purpose: why the ‘system’ is not working effectively.

1.2 Statement of the Research Problem

The research study explores the extent to which employees’ performance appraisal ‘system’ is effectively implemented among journalists, production technicians, the staff and their supervisors in the Ethiopian federal public broadcasting media.

Recent observation (by the researcher) at employees’ request for a sustainable performance appraisal and its inadequate implementation for the last three consecutive years have created public interest and there are important implications to go through the appraisal process and reconsider the application techniques by the agency.

In addressing how effective is ERTA in appraising the performance of its employees there are points to be considered

- How can ERTA make performance appraisal a highly effective tool for monitoring and motivating team members and employees?
- What performance appraisal system is adopted in the agency?
- What are the key elements in the system adopted?
- What effectiveness indicators are set for the key elements?
- What do the indicators show?

1.3. Importance of the Research

In this case study of appraising the performance system adapted to journalists, production technicians, the staff and their supervisors working for the Ethiopian Federal broadcasting media Institution, this research will:

1. Provide an understanding of the managerial and operational impact of appraising employees’ performances on the basis of results achieved,
2. Develop a better theoretical model linking performance appraisal to strategic and operational plan achievements,
3. Change the way supervisors and their subordinates conduct performance appraisal interviews in the organization; and

1.4 Objectives of the Research

Setting objectives of a research study is the “center” of any thesis as the subsequent methodology and research tools/instruments, discussion and findings, conclusions and recommendations depend up on it.

Very carefully, therefore, the present study does the following general and specific objectives.

1.4.1 General Objectives of the Research

The study’s overall objective is to ‘appraise the appraisal of performance system’ i.e. to measure how effective it is in improving the performance of employees of ERTA and in achieving ERTA’s strategic and operational goals.

1.4.2 The study’s specific objectives are:

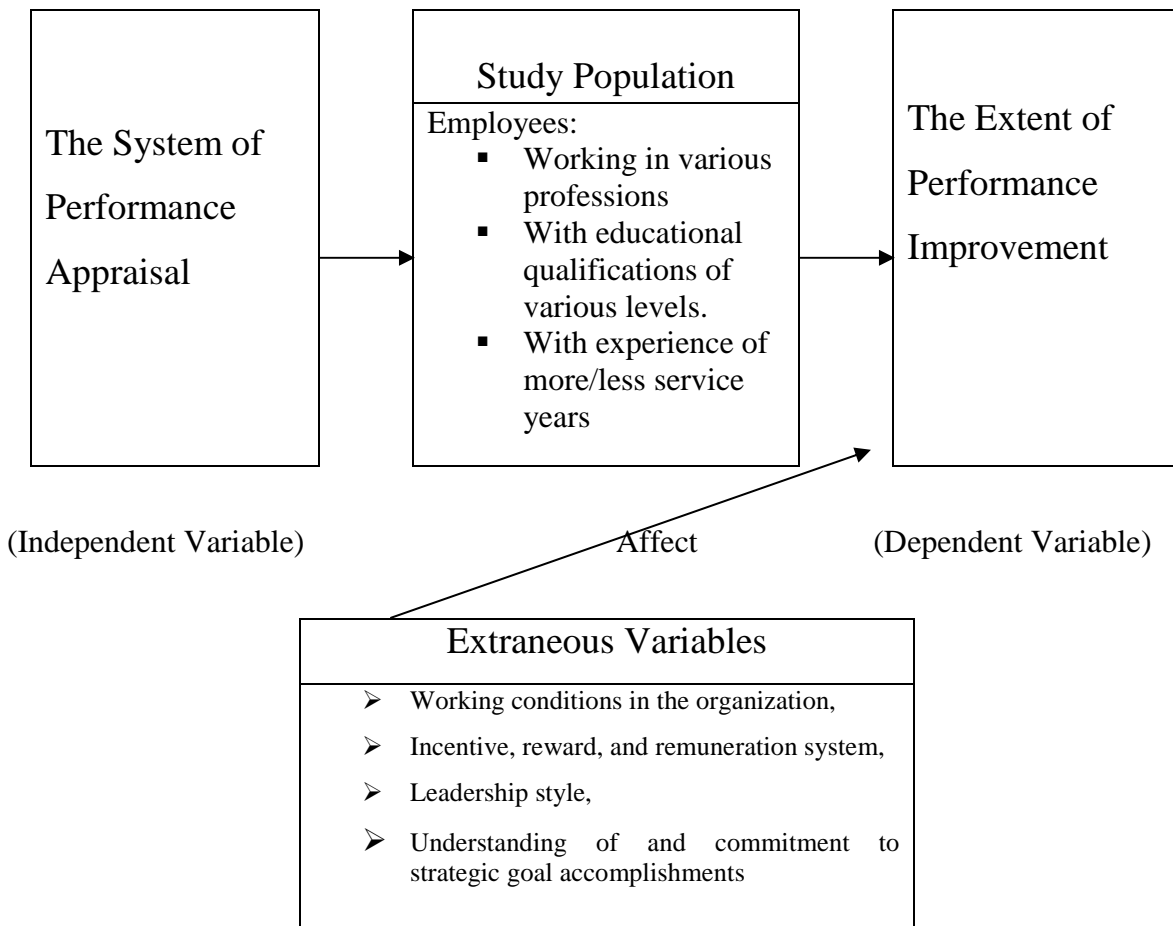
- i) To analyze the extent to which the present system has been able to effectively manage individual employees’ performances,
- ii) To identify possible impacts of the absence of any performance appraisal on ERTA’s strategic and operational goal achievements; and
- iii) To make recommendation far taking corrective steps to improve the present system or introduce a still ‘new” system which will help improve the performance of ERTA’s employees that will be effective in attaining its and its employees’ goals.

1.5 Research Methodology

1.5.1 Conceptualizing the Research Design

The researcher has identified and developed procedures and logical arrangements required to validly, objectively, accurately, and economically answer the research question raised. In finding out the effectiveness of performance system appraisal toward improving the performance of employees working in the Ethiopian public broadcasting media organizations, several variables that can affect the extent of performance improvement (the dependent variable) are identified. These variables can be stated as the type of performance system appraisal adopted (the independent variable), extraneous variables (items listed in the box in Fig.3.1), and chance or random variables that all be associated with the respondents.

Figure.1.5.1. Performance Appraisal Variables



Source: Adopted Kumar, 1996:67

Any change in the extent of performance can be attributed to changes in the system of performance appraisal conducted and extraneous and random variables. The combined effect of the three components is measured by the total change in performance improvement that

the impact each has can hardly be isolated from the other. Despite this fact the researcher is more concerned to determine the change that can be attributed the type of performance system appraisal (the independent variable), and designed the study to measure that this variable has the maximum opportunity to have its full effect on the dependent variable, while the effects that are attributed to extraneous and random variables are quantified. The change resulted from extraneous variable is measured by a control group while that of the random variable is often assumed to be none or negligible. Positive or negative biasness among individuals in the study population indicate the prevalence of either systematic error or systematic bias into the study respectively.

1.5.2. The Study Design Selected

This research study design bases the number of contacts with the study population, in the intention to find out the effectiveness of performance system appraisal by taking a cross-section of the population-employees working in the ERTA as journalists, technicians, and support staff. The design is believed to be useful in obtaining an overall picture as it stands at the time of the study.

1.5.3 Data Collection

1.5.3.1 Method of Data Collection

1.5.3.1.1 Collecting the Data using Primary Sources

In selecting the method of data collection, the researcher has attempted to identify the study population's interest in, and attitude towards, participation in the study. Many of the employees in the agency, for a number of reasons feel comfortable neither to spell out their opinions in questionnaire nor in interviews. Furthermore, employees with lower educational qualification respond differently to open-ended questionnaires or interviews compared to people with more education. The methods of participant observation and Likert-type questionnaires thus are the preferred methods to collect data from primary sources.

1.5.3.1.2. Questionnaire Development

An easy-to-complete questionnaire, with maximum length of forty one questions is applied in assessing the effectiveness of performance system appraisal in improving the performance of employees working in ERTA. The questionnaire is designed to make all respondents feel that

their opinions are both valued and acceptable. Attempt is made to obtain the most precise and important measurement possible: employees working division/position, educational level, and the number of years of experience.

1.5.1.1.3. Observation

The researcher is an employee in ERTA (working as an administrator and a reform officer) that he participates in the activities of the group being observed in the same manner as its members. This makes the type of observation to be that of participant. The observation is made on the group without intervening in its natural operation, and no stimulus for the group to react is introduced.

1.5.4. Ethical Issues in Data Collection

1.5.4.1. The Research Stakeholders

Ethical issues in relation to the participants, the researcher, and the postgraduate studies in Addis Ababa University are taken into consideration while conducting this research activity. The journalists, production technicians, engineers and the support staff working for ERTA are participants from whom information is collected and who are studied. The researcher as a stakeholder collects the information for academic/research purpose and adheres to the Addis Ababa University accepted code of conduct. The research is carried out using funds provided by the University that directly advise and supervise the way it is conducted.

1.5.4.1.2. The Researcher

This research helps the Ethiopian broadcasting service managers in improving the appraisal of their employees' performance that it is acceptable to ask questions and get information up on the consent of the respondents (the broadcasting personnel). The researcher has considered the relevance and usefulness of the study and tried to convince the employees and those concerned in the agency.

Data thus far, is collected with clear knowledge of participants, their informed willingness, and expressed consent. They are made adequately aware of the type of information required from them- why it is being sought, what purpose it will be put to, how they are expected to

participate in the study, and how directly or indirectly affect it will affect them. The consent is voluntary and without pressure of /from any kind.

The researcher organized a tea-coffee ceremony to the participants as a token of appreciation and in recognition to the time and effort, each dedicated to provide the required information.

ERTA attempts to reengineer all its processes of news and program production and transmission activities. The reengineering is expected to cause a change in human resource structure of the agency. Not all employees (respondents) for various reasons accept the change positively. They may feel discomfort, anxiety, or harassment in responding to the research questions regarding the appraisal of their performance improvement in any ways

The researcher, therefore, takes steps to prevent this thereby clearly specifying the purpose and objectives of the study making the participant at ease while responding on the questionnaire. This way then what is found in this study is presented and the extent of organizational effectiveness in appraising its employees' performance is highlighted proportionately to its existence.

The study population is identified so that the research findings are put into context. The information provided by the respondents, therefore, is kept anonymous and its source remains unknown after it has been collected.

1.5.5 The Research Instrument Reliability and Validity

The questionnaires in the summated scale are developed in the way they describe the degree to which the researcher measures how effective is performance system appraisal in improving employees' performance in ERTA. In that regard, a logical link between the questions and the objective of the case study (face validity) is established to justify each question in relation to the described objectives. Equally true is that the items and questions cover the full range of issues under discussion and provide each aspect with similar and adequate representation (content validity). These aspects include employees' performance plan alignment with organizational goals, firm grasp by employees with or without subordinates on the intended purpose of performance appraisal, employee participation in establishing performance plan, periodical evaluations over the effectiveness of the appraisal, the extent of top managements' commitment and support for the system appraisal,

appropriateness in the distinguishing between levels of employees' performance, and performance accountability of appraisers. Possible efforts are made to maximize the consistency and stability, and hence the predictability and accuracy of the research instrument. Accordingly, questions are worded free from ambiguity so that respondents may interpret them in the same way at different times, despite a regression effect can some how prevail among some. All items in the research tool measure the effectiveness of the system appraisal in the agency and any two statements in the questionnaires fall into either the agreement or the disagreement half.

1.5.6. Sample Selection

The sample selection is made without biases and maximum precision is achieved in its size.

1.5.6.1. The Type of Sample Selected

Each employee in the ERTA has the same probability of being selected without any influence by other considerations. This makes the sampling design to be both random and probable. Effectiveness in appraising employees' performance is variably measured with respect to the operational nature of working divisions in the agency. In achieving greater accuracy of the estimates, therefore, the heterogeneity (being just ERTA's employee) in the study population is reduced to homogeneity (employees working or leading a department in the agency, with higher/lower level of education, and with more or less years of experience).

The characteristics chosen as the basis of stratification are clearly identifiable in the study population. The required number of elements from each stratum selected using simple random sampling, which is a table of random sampling numbers as adopted from World Health Organization (www.who.int) below.

Table.1.5.1: Random Sampling Numbers

	1 2 3 4	5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20	21 22 23 24	25 26 27 28	29 30 31 32
1	8 0 9 4	2 5 2 5	8 2 4 7	1 3 4 7	7 4 3 3	3 6 2 0	1 8 9 7	2 1 3 4
2	3 5 6 3	2 1 9 8	8 2 1 1	9 0 4 5	2 8 1 8	2 7 5 1	2 6 2 7	1 0 9 5
3	1 3 3 0	6 3 3 1	3 7 5 3	9 6 9 3	8 7 3 8	6 8 1 5	1 5 3 8	8 5 4 3
4	3 5 6 5	0 0 1 6	2 2 4 3	6 4 3 2	4 7 9 6	6 0 9 5	5 2 8 3	1 6 2 0
5	7 8 5 0	5 9 2 6	5 5 8 8	7 3 1 1	2 1 9 2	4 6 4 5	3 5 3 0	5 5 8 9
6	4 4 9 0	5 4 1 7	9 7 2 7	6 1 5 3	5 9 0 1	4 8 7 8	9 9 8 0	9 8 7 7
7	6 6 4 5	9 1 0 4	9 3 1 8	8 8 1 9	7 5 3 7	2 7 8 5	9 3 7 3	2 4 4 5
8	3 6 2 6	5 9 9 5	1 2 1 5	9 7 5 3	9 2 2 3	5 6 6 8	2 9 4 4	2 8 9 9
9	4 8 6 5	4 8 2 0	7 5 5 4	0 6 1 2	9 6 8 3	4 2 5 1	9 1 3 8	1 7 0 9
10	6 4 9 8	7 5 1 9	0 4 7 4	7 8 1 8	6 8 3 2	9 6 8 3	9 8 7 2	4 0 9 0
11	6 7 2 2	9 8 6 9	9 3 6 1	7 8 7 5	4 8 8 3	1 3 1 5	9 6 7 9	8 8 3 4
12	9 7 4 8	5 9 3 2	5 1 1 6	2 7 2 1	0 0 3 3	9 3 0 3	9 7 1 3	4 0 1 2
13	5 6 4 1	1 4 1 7	1 4 1 9	7 4 3 4	8 1 6 5	7 3 6 8	1 2 1 8	5 0 3 9
14	7 4 4 4	9 2 0 0	8 8 4 0	5 8 8 2	4 3 8 8	3 9 0 4	9 1 9 9	9 3 3 6
15	8 2 7 9	3 0 1 9	4 6 7 2	3 7 4 3	3 9 7 9	4 6 6 9	9 0 2 1	6 9 9 0
16	0 1 6 1	7 6 1 7	1 0 2 4	2 3 8 7	2 8 9 1	6 6 7 7	1 5 8 5	2 4 8 2
17	7 3 8 8	9 7 5 9	7 5 5 5	6 6 2 4	9 9 7 7	2 0 0 8	5 5 9 6	9 7 4 0
18	7 8 3 0	4 7 1 4	3 8 9 5	2 9 1 9	1 8 0 4	4 0 4 4	1 0 3 4	2 5 9 7
19	9 8 8 7	4 2 1 6	6 5 2 6	4 5 3 5	8 4 3 0	5 2 7 0	9 6 0 5	0 7 8 8
20	1 2 6 1	2 5 1 6	8 5 6 9	2 3 1 0	3 9 3 9	8 7 0 3	9 8 4 1	0 3 5 3
21	3 9 4 7	4 9 3 7	7 6 9 4	2 5 4 3	6 2 3 9	7 4 5 5	2 0 5 5	7 7 9 5
22	4 5 5 0	8 1 0 3	1 2 5 0	2 3 0 4	1 1 3 8	9 7 8 8	9 1 4 4	4 5 2 6
23	1 3 4 4	9 6 9 7	2 3 8 3	6 9 7 6	6 2 5 1	4 2 0 1	2 0 3 8	6 5 5 2
24	8 9 7 6	5 8 2 3	8 4 8 7	0 4 5 0	3 1 0 8	9 1 6 6	2 7 1 7	7 6 0 1
25	7 7 1 0	9 9 4 3	6 9 7 8	8 2 7 3	9 7 1 4	9 7 0 0	1 5 6 6	2 8 8 9
26	6 9 5 9	6 0 0 8	8 4 4 2	2 2 8 2	1 5 2 4	2 5 1 7	5 8 1 8	0 0 8 1
27	7 9 4 1	2 3 1 2	2 4 3 1	6 7 0 2	9 9 8 4	3 4 6 9	3 0 8 5	4 7 6 2
28	2 2 8 4	0 8 9 8	9 1 0 7	5 5 4 2	7 3 1 9	3 7 8 2	1 0 6 8	9 5 7 4
29	9 5 9 4	7 4 1 8	9 3 6 5	6 0 4 5	1 1 8 3	5 9 1 6	9 5 9 9	1 1 4 3
30	4 6 1 3	8 5 4 9	6 3 6 9	3 2 0 8	5 1 0 9	9 6 8 0	1 1 6 8	6 1 3 3

Source: World Health Organization (www.who.int)

All employees in ERTA as categorized within working divisions and span of control that they are given equal chance to be selected into their respective samples. The agency failed to identify more of its employees by position numbers or any other similar way that the researcher simply took the count on document list and assigned numbers accordingly. The highest numbered unit in the study population is 145 (for supervisors and 762 (for subordinates) that the random numbers used in the table contain three digits. The numbers used in the sample selection thus are 001, 002, 003, extending to and closing with 760, 761, and 762 respectively. Numbers in the table larger than 145 and 762 are therefore passed over.

The number of employees from each working division is selected in relation to its proportion in the total number of employees.

Table.1.5.2. Selection of Respondents

STRATUM		Number of Employees	Proportion to Number of Employees	Stratum Sample Size	Stratum Sample Fraction
Journalists	With Subordinates	41	0.14	8	0.20
	With Out Subordinates	255	0.86	52	0.20
	Sub Total	296	1	60	0.20
Engineers and Technicians	With Subordinates	30	0.11	6	0.20
	With Out Subordinates	246	0.89	48	0.20
	Sub Total	276	1	54	0.20
Support Staff	With Subordinates	74	0.21	15	0.20
	With Out Subordinates	261	0.79	51	0.20
	Sub Total	335	1	66	0.20
Total	With Subordinates	145	0.18	29	0.20
	With Out Subordinates	762	0.82	132	0.20
Grand Total		907	1	180	0.20

Source: Own Computation

1.5.6.2 Processing the Information Collected

The data collected and extracted through questionnaires and observation instruments is processed to prove as to whether it provides the desired answer to the research question (how effective is performance system appraisal in improving employees' performance in ERTA), and analyzed to achieve the study objectives. In doing so the data is made free from inconsistencies and incompleteness there by carefully checking the questionnaire to identify and minimize errors, incompleteness, misclassifications, and gaps in the information

obtained from respondents. To that end, responses obtained are examined to all questions at the same time.

The data gathered is of qualitative in its nature and generated through discrete qualitative categories (Strongly Agree, Agree, Disagree, Strongly Disagree), and measured on an ordinal scale. Numerical values are assigned to answers provided by respondents and every piece of information gathered is entered on a fixed format in a specific column. Each column has a number referring to the area in which the information is entered indicted in the code sheet in Table.1.5.3:

Table.1.5.3. Code Sheet

IDE B C D
 NTI
 FIC
 ATI
 ON
 NU
 MB
 ER

REC E
 ORD
 NU
 MB
 ER

WO A J T
 RKI
 NG
 PRO
 FES
 SIO
 N

EDU
 CAT Dig Dip Cer
 ION
 AL
 QUA
 LIFI
 CAT
 ION

SPA
 N H S
 OF
 CON
 TRO
 L

LEN
 GTH >2 <2
 OF
 SER
 VIC
 E
 YEA
 RS

PER
FOR 1 2 3 4 5 6
MA
NCE
PLA
N
ALI
GN
ME
NT

FIR
M 7 8 9 10 11 12 13 14
GRA
SP
ON
APP
RAI
SAL
PUR
POS
E

PAR
TICI 15 16 17 18 19 20
PAT
ION
IN
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Source: Own Computation

A pretest is done on the codebook to identify potential problems before the data is coded. A few questionnaires were selected and their responses are coded to ascertain any problem in the process. Every response is provided and the coding is made possible then. Coding the data gathered is done on a separate sheet specifically prepared for the purpose.

1.5.7 Frame of Analysis

The researcher has developed a framework of analysis before conducting the data analysis despite the process continuously evolves throughout the thesis writing. The variables planned to be analyses are identified and each of them is specified separately in the framework. Respondents are grouped into sub-categories into which the variables have been identified.

In determining as to whether there exist a relationship between variables of the type of performance system appraisal adopted and the extent of improvement in the ERTA employees' performance, their sub categories are cross tabulated. Effectiveness in appraising the performance of employees in the agency is affected by a number of superordinate/subordinates' personal attributes like educational qualification, two years of working experiences and level of hierarchy in the agency. The more the respondent is educated and got experienced, the greater is expected in understanding the purpose, procedures, and processes of appraising employees' performance. The study reveals data from respondents with below diploma qualifications and tow years of working experience (those who do not passed through at least four periods of appraisal) constitute less than a percentage of the study population and thus are kept for future analysis. The researcher looks for a number of questions about different aspects of the issues on how effective is employees' performance appraisal in improving individual performance. In the questionnaires, there are seven aspects of performance system effectiveness about which respondents were asked to identify their attitude on how their performance in organizational settings is appraised. The attitude varies from aspect to aspect and an overall index is gauged.

They have indicated their level of attitude, which they varied from aspect to aspect, by selecting one of the four categories. An overall attitudinal index is developed by assigning a numerical value to the response given. Accordingly the greater the magnitude of the response category (Strongly Agree or Strongly Disagree), the higher is the numerical score (Four Points).

Large number of respondents was asked to check their attitudes to a list of forty one statements. The statements were provided to them in a random order with positive and negative statements intermingled. A total score for each respondent is obtained, and all are ranked accordingly. (See Annex I)

Using Item analysis statements are selected for final scale. Each statement is selected to be measured in its ability to discriminate between responses of two extreme groups of respondents, and for that twenty five percent of respondents (upper quartile) and the responses of the lower quartile of respondents were identified and thirty of the statements with the highest discriminative power among the list are chosen for final scale (See Annex II). This proves the ability and internal consistency of the scale to differentiate among respondents.

An empirical research strategy provides the best possible answer to the research in question and both qualitative and quantitative approaches are expected to be used for that.

1.6. Organization of the Thesis

This research study is organized into four chapters. The introductory part is the first chapter and states about the study background, its significance, objectives and nature of the problem to be addressed. Chapter two describes literatures reviewed. Chapter Three deals with data presentation, analysis and findings. The fourth and final chapter deals with summary, conclusions, policy implications, and recommendations put forward by the researcher. At the end there is a bibliography and followed by some annexure.

CHAPTER II: LITERATURE REVIEW

2.1. Performance System

2.1.1. Performance

2.1.1.1. Meaning

Many scholars in the management of organizational human resource have viewed performance differently. For some it simply refers to the record of outcomes produced on specified job functions or activities during a specified period (Bernardin, 2003: 143). Others explain it is as the degree of accomplishment of tasks that make up an employee's job (Byars and Rue, 1994: 289). While the former identified performance from the output or result dimension the latter emphasized on the input side.

The input determines the nature of the output and the output signifies the input utilized in the production process. The Oxford English Dictionary states performance to imply to the accomplishment execution, carrying out, and working out of any thing ordered or undertaken. Performance is thus about the way the task is accomplished (the input) and the results achieved (outputs). Hence, it refers to mean both behaviors (inputs) and results (outputs). (Armstrong, 2003: 479).

2.1.1.2. Employee Performance vis-à-vis Organizational Performance

An employee is a job incumbent in an organization whose performance is a major and direct input in the process of achieving organizational goals.

Performance on an individual basis is thus 'a record of the person's accomplishments' (Armstrong, 2003:478) which altogether contributes to constitute organizational performance. The way inputs (resources) are utilized and the extent to which outputs (results) are achieved at institutional level designates organizational performance, which therefore, is best explained in the what and how an employee in the structure is expected to get tasks geared and accomplished toward organizational goals. Hence employee's performance must be aligned with organizational goals.

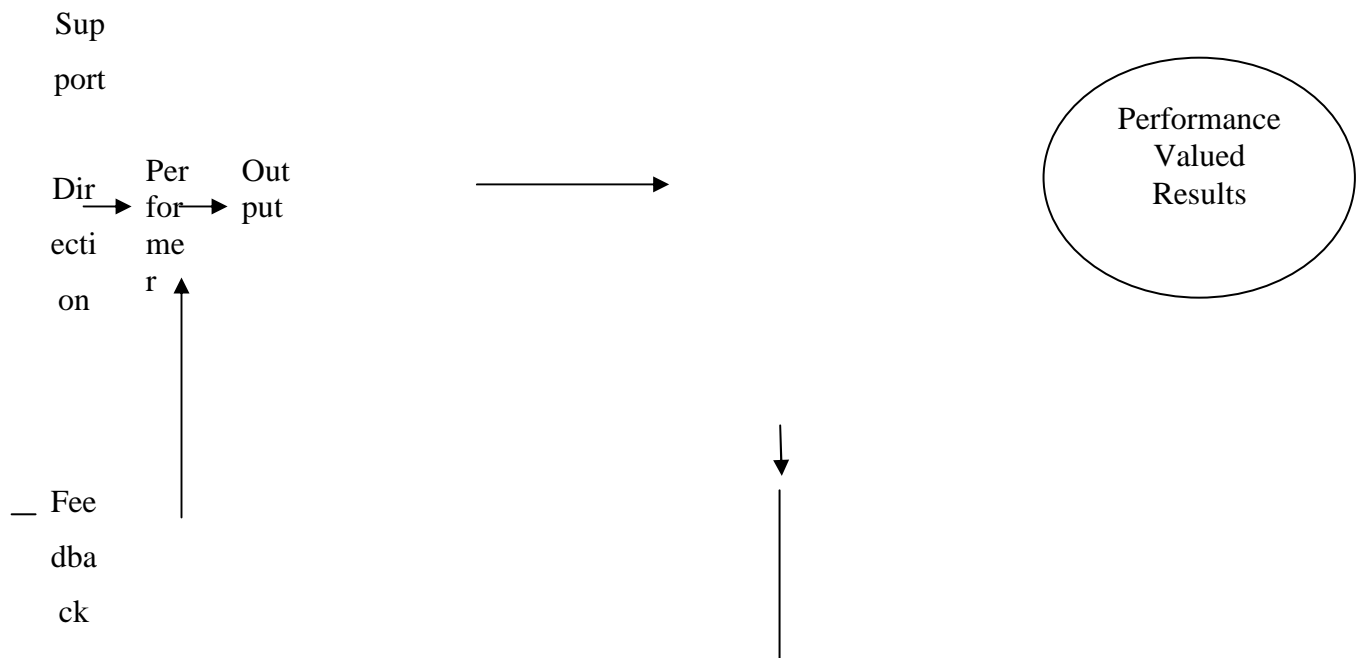
2.1.2. System

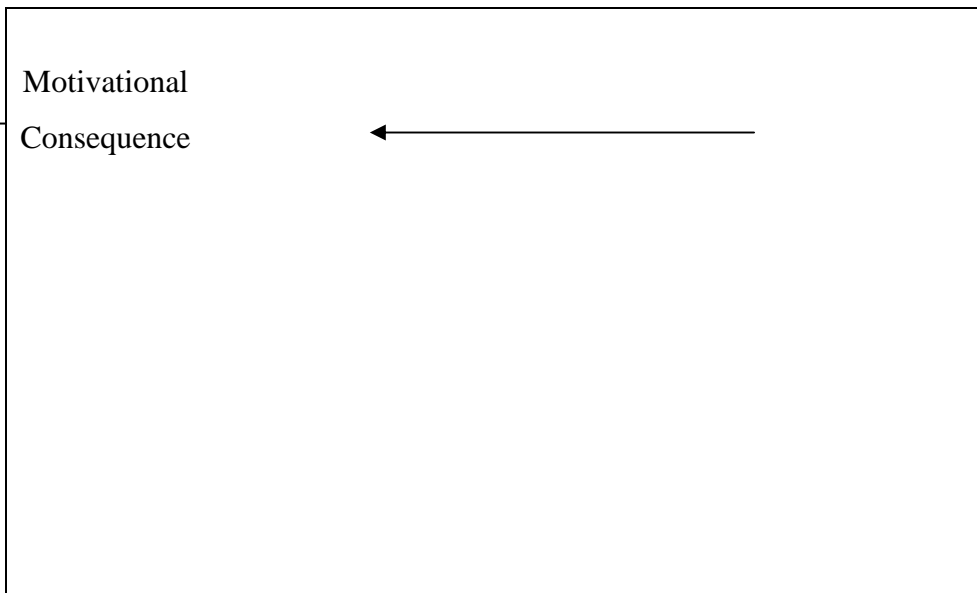
For the purpose of this study, a system can be understood as interrelated components or parts that interact toward a common purpose (<http://www.behaviour.org>). The interaction between and among these components as parts are based on the behavior or factor each possesses to affect the other. A system in this instance therefore is not reducible to its components and the parts can only be recognized in terms of their interaction with other parts in the system. Wikipedia, the free encyclopedia describes a system (from Latin) as a 'set of interacting or interdependent entities forming an integrated whole'.

2.1.3. Presenting Performance as a System

The pattern a task is accomplished and the results achieved thereby flows through and within different interacting and interrelated sets of activities that constitute a system i.e. performance system. Performance system is thus a system in which components of performance which Tosti (www.ispi.org) categorically identified as support, direction, performer, motivational, consequences, and feedback interact between, among themselves to achieve common goals of the organization in particular, and of the employees in general.

Figure.2.1. Performance System Model





Source: Tosti (www.ispi.org).

2.2. Performance System Management

The contemporary periods of increasing global competition has put more focus on effectiveness, that the systems and processes in the organization be applied in the right way to the right thing: to achieve results (<http://www.albusiness.com>). Every component part and set of relationships in the organizational performance system, therefore, must be properly managed to ensure strategies are effectively implemented.

2.2.1. Fundamentals of Performance Management

2.2.1.1. Performance Management Defined

Performance is viewed differently, and that its management lacks a universally accepted definition as a term (Martin and Jackson, 2000:126). Performance in organizations is often and typically described on individual basis that its management refers to mean an approach used to try to achieve strategic goals consistency through better formal and informal motivation (Pinnington and Edwards, 2000:161). Armstrong (2003:477) describes the term the same way as a strategic and integrated approach to delivering sustained success to organizations by improving the capabilities of contributors.

Performance management applies more than employees that it is the efficient and effective utilization of basic organizational resources (inputs) and results (outputs) in the accomplishment of organization strategic goals.

2.2.1.2. Purpose and Principles

Performance management is all about performance, a means for organizational effectiveness there by ensuring work plans are directed toward strategic directions. It is to serve as a vehicle for continuous improvement of organizational performance establishing clear communications as to what and how results are achieved and utilized further. It identifies areas of poor performance and set plans for corrective actions.

As stated by Armstrong (2003:479), performance management in its principles translates strategic goals into operational and people level task goals relying on consensus and cooperation, encouraging self-management and individual performance. It provides a better way for continuous feedback-based measurement and assessments against jointly set goals, and applies to all staff. It supports administrative decision making process setting key accountabilities, agreeing future objectives for them, agreeing measures and standards to be obtained, and assigning time-scales and profiles' (Pinnington and Edwards, 2000:165)

2.2.1.3. Scope and Concern

The very existence and development of an organization chiefly depends on its capability to adopt itself to the ongoing and prevailing changes from within and all round its environment. The attempt to cope up with the changes need to be organized under a continuous improvement in performance. Performance measurement, thus, is primarily and concerned with 'performance improvement to challenge organizational, team and individual effectiveness-to get the right things done successfully' (Armstrong, 20003:476).

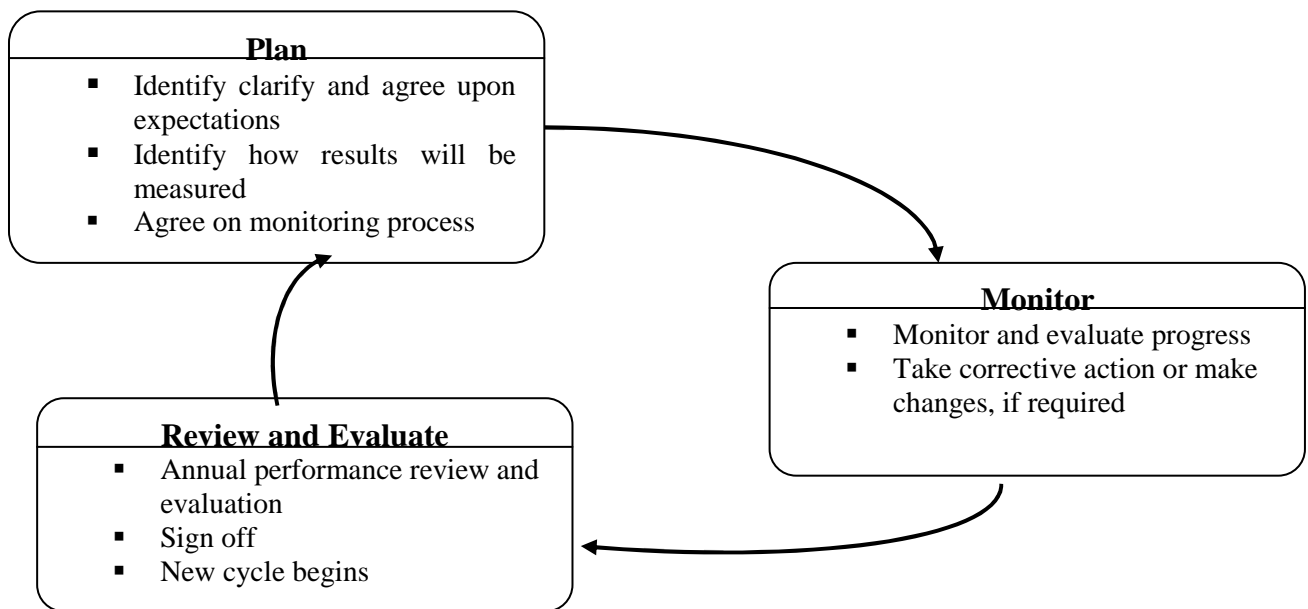
Consequently assisting and supporting employees in achieving their work and career goals, satisfying the needs and expectations of all stakeholders of the organization, and conduction regular communications on progress according to business plans. Performance management ensures well communicated mission statements, monitoring implementations of the organizational plans, integration with quality management policies focus on senior managers' performance, and use of performance related rewards (Pinnington and Edwards 2000:162).

Performance management is about managing the organization for which every one in the business is concerned. Resource utilization includes the human power, and implies that of material and capital. It is the responsibility of all in the organization to ensure these resources serve to attain strategic goals. What basically matters in managing the organization is what people in working units perform specifically. Performance management requires the goals of the organization and objectives of individual employees get interwoven to support the achievement of strategic ends. It serves as a platform for other management concerns to get integrated.

2.2.2. The Process of Performance Management

The task of improving organizational and individual performance is done through different but interrelated activities, which make performance management a continuous self-renewing process. It passes through three phases starting with planning, followed by monitoring and finally reviewing management functions.

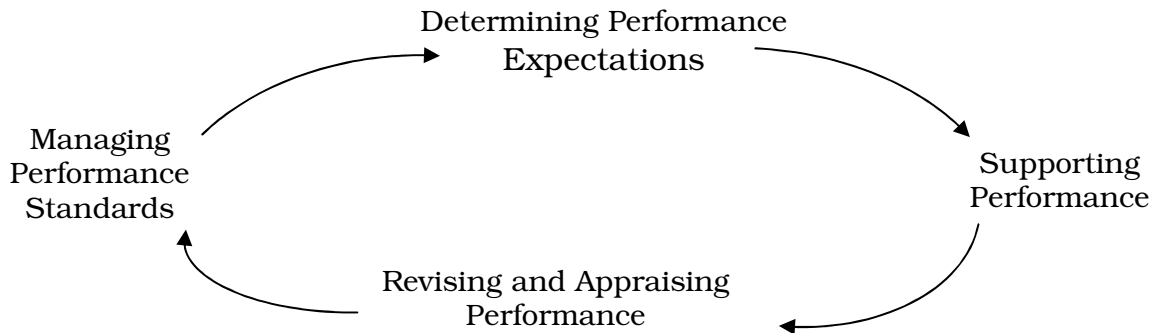
Figure.2.2. Performance Management Process



Source: *Performance Management*:(<http://www.albusiness.com>)

Pinnington and Edwards (2000:161) describe the process to occur constantly throughout the year thereby determining what is expected to be achieved primarily and then provide managerial and peers support for its achievement.

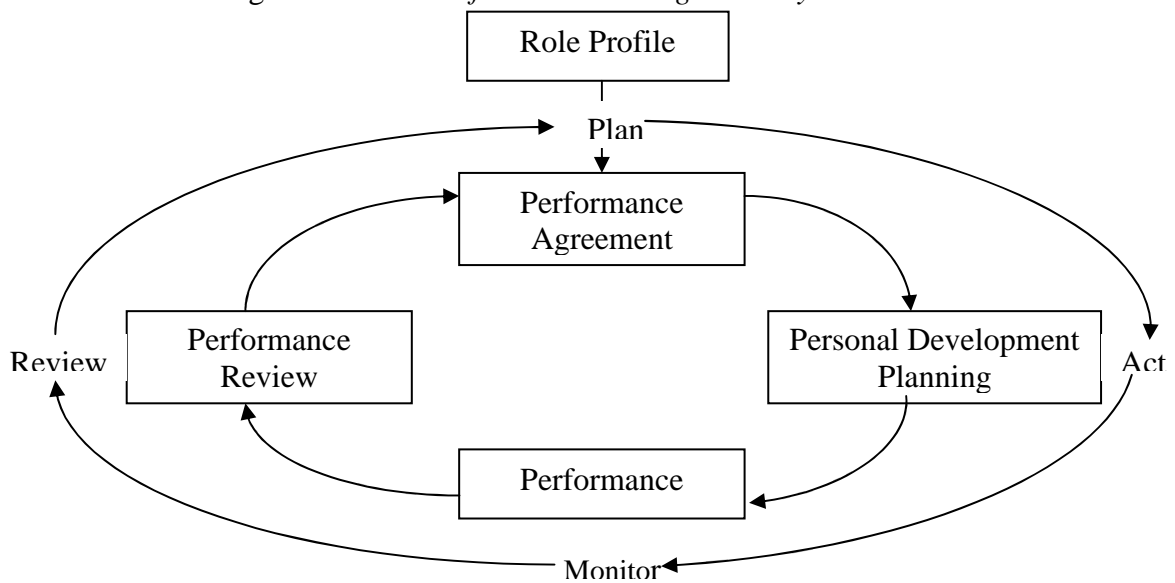
Figure.2.3. *Four Components of Performance Management*



Source: Pinnington and Edwards (2000:161)

For Armstrong, (2003:486) the performance management process is completed with activities as stated in the Figure 2.4 below. It describes the framework for performance management as a role profile and the cycle states a performance planning stage.

Figure 2.4: *The Performance Management Cycle*



Source: Armstrong (2003)

The US Office of Personnel Management argues performance management from the employees' point of view and explains as a systematic process by which an agency involves its employee in improving organizational effectiveness. As a process, it begins with planning work and setting expectations, and ends at rewards.

2.2.3. Performance Management Effectiveness

Effectively implemented performance management ensures both the organization and employees remain productive and motivated. In effective organizations, goals are agreed and

work is planned routinely, progress is measured and feedback is communicated. Effective performance management is achieved in a situation where all components in its process are working together and supporting each other. (<http://www.opm.gov>).

Bernardin (2003:143) summarized prescriptions for effective performance management in the following way:

- ❖ Strive for as much precision in defining and measuring performance dimensions
- ❖ Line performance dimensions to meeting internal and external customer requirements
- ❖ Incorporate the measurement of situational constraints

2.3. Effectiveness in Appraising Employees Performance

2.3.1. Effectiveness of Conducting Performance Appraisal

This study will draw on effectiveness in appraising the performance of employees as an intervention in people management coordinated program for a continuous improvement of organizational performance of the Ethiopian federal public broadcasting institution. The people (implying the human resource) management is the efficient and effective utilization of human capital in achieving organizational strategic and operational goals.

Effectiveness in that sense thus designates the capacity of the institution to appraise the performance of its employees toward predefined goals and objectives. Indeed getting employees' performance appraisal reviewed is not necessarily conducting the appraisal correctly and this in turn does not necessarily mean conducting the appropriate performance appraisal process. Nonetheless, effectiveness here is meant to imply the organizational ability to design the right and proper plan to appraise its employees' performance, and make that happen in the right way it is desired to be. Hence doing the right things is termed as effective and doing things right – as efficient (<http://en.wikipedia.org>).

2.3.2. Performance Management and Appraisal

The major point in effective human resource utilization is ensuring that there is a clear link between the tasks and activities that employees are involved in, and the achievement of

organizational goals. And that will be a key axis around which this research is formed. Accordingly, activities designed to motivate and encourage employees to work towards objectives that are in line with organizational goals refer to imply performance management (Martin and Jackson, 2000:122). Performance management system is of performance improvement process linked to performance appraisal.

Making the right decision/plan in appraising the performance of employees require identifying the employees' strength and areas for improvement or developmental needs. To appraise the performance of employees effectively, performance problems must be spotted, constructive feedback should be provided, and actions to improve performance must be measured. Performance appraisal thus involves the identification, measurement, and management of human performance in organizations (Gomez, et al 2001:225) Human resource performance is an important issue in the strategy the Ethiopian public broadcasting service institutions must follow to achieve their goals. Performance by employees will be a key factor in the success or failure of the strategy.

2.3.3. Performance Appraisal - a System or Process?

A system is a general framework on the basis of which people accomplish tasks and activities, and process is a set of interrelated activities directed in achieving predetermined goal and objectives. Some scholars describe performance appraisal as the process of evaluating how well employees do their jobs compared with a set of standards and communicating that information to those employees (Mathis and Jackson, 1997:343).

Others define performance appraisal as a systematic evaluation of personnel by supervisors or other familiar with their performance because employers are interested in knowing about employees' performance (Flangan, 199:208). Both system and process, however, are explained in each of these elaborations that performance appraisal is both a system of papers and procedures designed by the organization and an interpersonal process in which manager and subordinate communicate and attempt to influence each other (Beer, 1987:287).

2.3.4. Basis of Performance Appraisal

A successful appraisal system essentially requires both the appraiser and appraisee to jointly identify strength and areas for improvement, the former to provide constructive feedback on performance of and support to the latter in achieving organizational goals and individual development needs (Marthis and Jackson, 2000:127).

The discussion would provide the people involved on opportunity to obtain a perspective on past performance as a basis for making development and improvements plans, and render the means through which the process of performance management cycles do well as expected. It enables to achieve the five key elements of performance management- measurement, feedback, positive reinforcement, exchanging view, and agreement on action plans (Armstrong, 2003:496). Employee participation in preparing and actualizing performance plan establishes the basis of performance appraisal.

2.3.5. Goals and Objectives of Performance Appraisal

Properly conducted performance appraisal will be a highly effective tool for monitoring the performance of employees and motivate them for improved achievements. The purpose of performance appraisal is to decide the aspect of performance that has to be evaluated. This is done in a constructive discussion between the manager and the employee regarding the employee's recent performance, plans for performance improvement and meeting developmental needs of the employee. As a system, performance appraisal is a link between the reward employees hope to receive and their productivity. Mathis and Jackson (2003:344) describe this approach to compensation 'the heart of the idea that raises should be given for merit rather than for seniority' Practically however events do not always go according to what is intended and thus 'the motivational effect of performance appraisal is often debatable' (Martin and Jackson, 2000:126).

Any organization is established to achieve certain strategic goals and people join the organization with individual objectives they set for themselves for which both strive to fulfill by appraising their performance.

The goals of performance appraisal thus can be seen from the organizational and individual employee's perspectives differently.

2.3.5.1. Organization's Goals

An organization conducts performance appraisal basically to get information about the level of achievement met and control system used in administrative decisions, institutional capacity building, and identification of development potentials through human resource utilization.

Beer (1987:288) summarized organizational goals of performance appraisal in two perspectives of evaluation and developmental. Evaluating the performance level is done with the intention to give feedback to subordinates so that they know where they stand, and to develop valid data for managers pass and communicate administrative personnel decisions. Development goals of performance appraisal concern on counseling and coaching, and motivating subordinates initiating commitment to the larger organization, getting appraiser – appraisee relations strengthened, and diagnosing problems of organizations and employee performance.

Assessing the past and improving future performance, often referred as evaluative, and developmental organizations, are the two fundamental reasons for developing performance appraisals (Taylor, 1998:257). The broad objectives of performance appraisal are identifying employees for personnel division, training needs, motivation, and establishing a database to support taking the decisions (Saiyda, 1999:308).

2.3.5.2. The Individual Goals

An individual needs the organization beyond economic concern shown in terms of the desire for competence and psychological success. She/he wants feedback on how the organization values his/her performance, and to learn the progress level made in careers. The performance-appraisal situation provides the opportunity to get valid performance feedback.

2.3.5.3. Conflicting Goals of Performance Appraisal

An organization while seeking the development of individuals through counseling, coaching, and career planning, it desires to have information from individuals on which to base rewards and make personal decisions (Beer, 1987:289). Equally true is that individuals' desire for personal development and their wish for rewards and feedback consistent with their self image.

The most significant conflict, Beer (1987:289) says, is between the individual's desire to confirm a positive self-image that helps to obtain organizational rewards, and the needs of what the organization wants individuals to be open to negative information about themselves so that they can improve their performance. The conflict is over the exchange of valid information, that individuals will be reluctant to engage in the kind open dialogue required for valid evaluation and personnel development.

A clear link between employee's personal objectives and organizational goals must prevail so that the result could be efficient and effective. There should be a clear and coordinated two-way links in all stages between the strategic plan and individuals objectives, and this does help employees to focus on their own roles and contribution to the overall business performance and directs their effort at those activities which best serve organizational goals (Marthis and Jackson 2000:125).

Accordingly, performance appraisal system or its elements demonstrated effective elsewhere should be examined in the light of the specific needs of the organization. It needs to be designed to fit the specific requirements of the organization. 'The emphasis on objectives may vary from culture to culture, organization to organization and in the same organization from time to time' (Saiyda, 1999:328). In discussing organizational politics as one of the challenges to effective performance appraisal which managers confront, Gomez et al, (2001:147) states that the goals of appraisal from a rational perspective is accuracy and utility is from the political-the value of performance is relative to the political context and supervisor's goals.

2.3.6. The Purpose of Performance Appraisal

The performance appraisal goals potential conflicts within organization, within-individuals, and between individual and organization are caused by the two general purposes of performance appraisal – providing feedback and counseling, and allocating rewards opportunities. (Milkovich, 1991:231). Oberg (1999:576) believes a distinction has to be made between performance on the job and potential for upward mobility, and thus the purpose of performance appraisal results are used in decisions as a basis for job change or promotion, a guide for formulating thinking and development programs, a feedback and incentive to employees, and as a means for evaluating the effectiveness to devices for selection and classification of workers, provides the rational foundation for payment, (Krishna and Aquinas, 2004:212) with objective and possibly concrete rating factors. It leads directly to increased productivity thereby keeping employees attention focused on achieving results (Gibson et al, 1985:310).

Clear performance elements or expectations with measurable standards make the appraisal effective that it must be appropriate for the job the employee is in so far as a system designed primarily for one category obviously will not be reflective of the performance on the other. Plunkert and Attner (1989:278) argue that the success [effectiveness] of a performance appraisal to be a function of the appraiser and appraisee that both must be aware of the purposes behind it and must have in the process and the instruments it uses.

In developing effective standards and measures, employees' input should be included through out the process, critical success factors be determined, their complete standards be set, and get ranked (Lussier, 1997:549). The performance appraisal system should be designed as simple as possible so that it is neither difficult to understand nor impossible to practice (Saiyadain, 1999:208) for it to solve its purpose effectively.

2.3.7. Types, Methods, and Uses of Performance Appraisals

Appraising the performance of employees formally began in the Wei Dynasty (AD 221-265) in China, where an imperial rater appraised the performance of members of the official family (Orbeg, 1999:207). The establishment of clearer links between individual objectives and organizational goals has been the main change seen with the emergence of performance management. Recent trends of the changes in the performance appraisal schemes can be seen

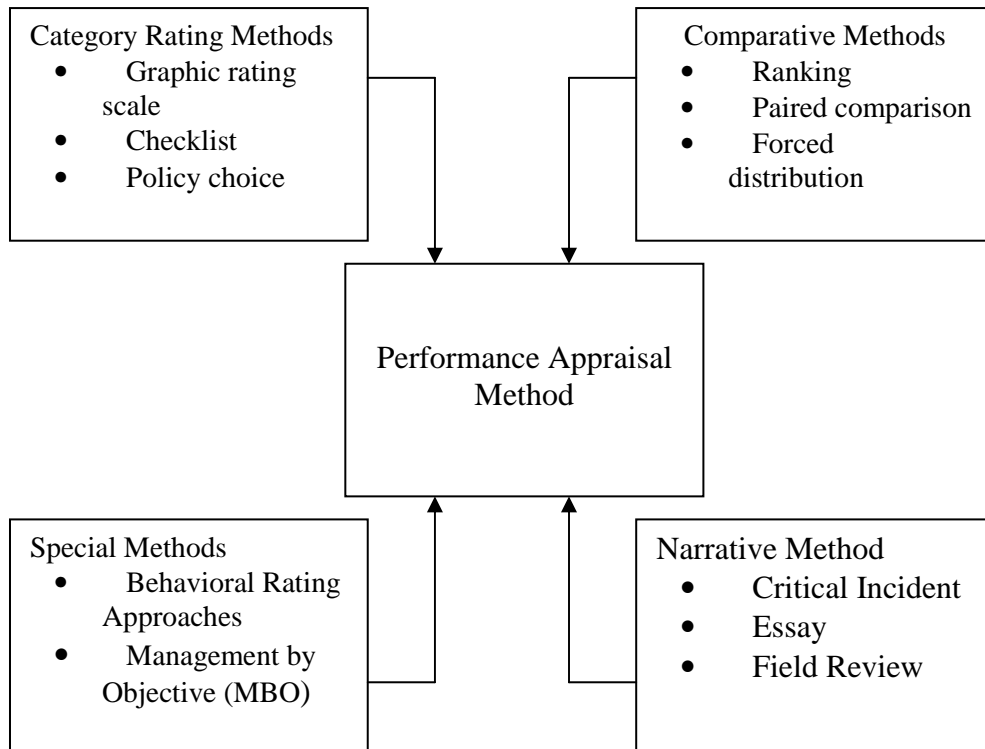
in the shifts from trait to result-based assessment, from effect to result focus, from judgmental to joint problem solving, from managerial to all jobs, from top-down to 360-degree appraisal and from achievements to competencies (Martin and Jackson, 2000:127).

Divergence of views are identified as to whether the appraisal of performance should be conducted on the basis of results/outputs-output based assessment or on behavior/ the way that results are achieved- behavioral assessment (Taylor, 1998:186). Plunkett and Attner (1989:112) described the subjective and objective types of performance appraisals basically used and most systems are variations of them.

Effectiveness of appraisals in improving employees' performance does not however depend on the type of the system used but on the objectives of the system and the decision being made-on the manager as far as standards are clearly communicated (Lussier, 1997:547). The key towards effectiveness in appraising employees' performance is not which form or method is used but whether managers and employees understand its purpose; what an appraisal supposed to do is critical (Mathis and Jackson, 1997:564). Performance measuring techniques that are most common and legally defensible can be seen in clarifications of the required type of judgment and focus of measure (Gomez, et al, 200:271). The goals and purposes of performance appraisal direct what its uses are; both to the organization and the employee. It is used administratively as a basis for personnel decisions, and its developmental uses all geared toward improving employees' performance and strengthening their job skills (Gomez, et al 2001:226). Byars and Rue (1994) added encouraging performance improvement and provision of input to validation of selection procedures and to human resource planning as other important uses of performance appraisal. Effectively conducted performance appraisal involves a manager and employee in a constructive discussion concerning the employee's recent performance, plans for improved performance and for meeting the developmental needs of the employee (Martin and Jackson, 2000:126). Improving employee performance requires steady and regular attention that the strategy for the purpose stresses the provision of regular feedback to employees on their performance so that good performance is appropriately reinforced and communicated when poor or marginal performance occurs (www.google.com). The performance appraisal methods used differ in accordance with the nature of organization that each has its own amongst of a number of

methods available. Mathis and Jackson (1997:352) categorized these methods into four major groups as shown in Figure 2.5 below:

Figure 2.5. Methods of Performance Appraisal



Source: Mathis and Jackson (1997:352)

An organization determines how to observe and record performance information once it decided what to measure; and often use different assessment techniques in combination.

Milkorich and Boudreau (1997:106) presented the most widely used performance assessment techniques as comparisons to agreed objectives, to job standards, and between individuals as indicated below in Figure 2.6:

Figure 2.6. Performance Assessment Techniques

Comparison		
To		Between
Agreed objectives	Established standards	Individuals
Management by objective (MBO)	Physical observation checklists Checklists	Ranking Forced distribution

	Rating scales Critical incidents BARs Essay/Diaries	
--	--	--

Source: Milkovich and Boudreau (1997:106)

There is no one best way to measure performance and the most effective way depends on the situation as far as the nature of the work, the skill and knowledge of employee, and the working environment continues to affect the methods of appraisal.

2.3.8. Managing Performance throughout the Year

The effectiveness in appraising employees' performance can be seen as to whether performance is managed throughout the year with uniform procedures and administration reflecting normal good management practices of setting direction, monitoring and measuring performance and taking action accordingly. Conventional performance appraisal systems are important but not the most important part of a performance management framework – an integral unit of the continuing process of management (Armstrong, 2003:492). They are usually built around an annual event and dwell on the past, carried out perfunctorily at the behest of the personnel department and then forgotten, buried in the personal record system. The frequency of the appraisal, nevertheless, should be decided on the basis of the objectives and scope of performance appraisal Programme – in most organizations implemented once or twice a year – and indeed a continuous process of appraisal is advisable (Krishna and Aquinas, 2004:216).

Effective management of human performance in organizations requires more than formal reporting and annual ratings that even more critical is what managers do with them. In achieving improved and sustained performance level strong commitment of, and support from the top management is critically essential. In that regard supervisor who manage performance effectively explore and provide direct attention to the causes of performance problems, develop action plan and empower workers to reach a solution, direct the communication and provide effective feedback (Gomez, et al 2001:243). Performance appraisal is an integral part of a manager's duties and the continuing management system of

the organization that she/he must appraise and review the past, conduct the appraisal, plan the future and agree development plans, and follow up the action (Pinnington, 2000:163). In most instances, what is found practically is the fact that systems stated out promisingly because of initial top management support subsequently failed when the support waned. Equally true is the fact that a half-hearted attempt to introduce formal appraisal may be more damaging in the long run than no attempt at all and best practice witnesses that performance appraisal should incorporate support from top management (Martin and Jackson, 2000:133).

The two conflicting but interrelated goals of an organization (evaluation and development) compel managers to use performance appraisal in two quite disagreeing ways and this inherent disagreement causes the ambivalence of superiors and subordinates which leads to vanishing performance appraisal. A manager seeking to improve performance appraisal should examine the three major factors – the system, the superior-subordinate relation, and the process – influencing – the appraisal outcomes (Beer 1987:291).

What is to be appraised is employee's performance. Everyone in the organization performs specific tasks geared toward organizational strategic goals, and certainly face specific performance problems that require proper managerial attention.

In handling the problems managers are required to identify and agree on the problem, establish the reason(s) for the shortfall decide and agree on the actions required, resource the action, and monitor and provide feedback (Armstrong 2003:404-5). Performance appraisal is basically criticized of the way that managers carry it out in practice-unfair bias in managerial assessment of performance, poor management preparation, and improper discussion (Taylor, 1998:192).

Supervisors, managers, and executives are held accountable for managing the performance of their subordinates and are evaluated on how seriously they take the exercise. This especially in developing countries is highly affected by the political orientations for which the appraiser and/or the appraisee may have committed themselves. Gomez, et al (2001:239) described the situation stating that appraisal in most organizations seems to be political rather than rational exercise and appeals to be used as a tool for serving various and changing agendas that accurate assessment is seldom the real goal.

Performance goals agreed in the performance plan are activated and the extent of their achievement gets measured. The measurement is done meaningfully with appropriate distinction in the level of performance-based accomplishment for senior executives, professional, and for other than employees. To that effect aspects or dimensions of performance which Gomez, et al (2001:227) stated as quality, quantity/time and interpersonal effectiveness, or which Armstrong (2003:492) expressed in terms of finance, output, impact, reaction, and time must be identified. Accordingly, performance levels should be assigned to the dimensions identified with grades appropriate to a given task.

2.3.9. Summary

Performance is the way a task is communicated and results are achieved. Its management requires the goals of the organization and objectives of individual employees are interwoven. Performance management system is of performance improvement process linked to performance appraisal, which is both a system and a process. To appraise the performance of employees effectively, performance problems must be spotted, constructive feedback should be provided, and actions to improve performance must be measured. Employee participation in preparing and actualizing performance plan establishes the basis of successful appraisal system. Both supervisors and subordinates need to have a firm grasp on the intended purpose of performance appraisal. Commitment of and support from the top management is highly essential appraising employees' performance. The appraisal also requires appropriate distinctions in the levels of performance and periodical evaluation of its effectiveness.

CHAPTER III: DATA PRESENTATION, ANALYSIS, AND FINDINGS

Employees drawn from four major divisions of the Ethiopian Radio and Television Agency (Table.1.) were surveyed regarding their expectations concerning the effects of performance appraisal system as a means to improve employees' performance. The results reported in Tables here bellow are most assuring for those interested in performing performance appraisal. This sample of broadcasting personnel expresses very positive expectations regarding the potential of performance appraisal in improving employees' performance. Despite managerial inefficiencies coupled with employees, lack of recognition for the system severely curtailed its effectiveness and it can be seen in various aspects of effective performance appraisal system.

The Tables display these findings on the degree to which expectations regarding effectiveness in appraising employees' performance toward improvement as expressed within different aspects of effective performance appraisal and distributed among various groupings of employees classified with respect to span of control (i.e. with or without subordinates) and profession each employee is involved.

3.1. Alignment of employees' performance plans with organizational goals

Alignment of the plan with strategic goals can be examined, among other issues, through whether the performance appraisal system fits specific needs of the organization and the performance plan, emanates from those goals, and focuses employees on achieving results geared that way. In a result oriented performance culture an organization has to have a performance appraisal system tailored to fit specific needs of the organization. Indeed, it may adopt a system or elements demonstrated to have been effective elsewhere as examined

in the light of specific requirements of the agency. An organization needs to ensure activities of its working divisions and individual employees are aligned with and contribute to organizational strategies and goals, and focus employees on achieving that end.

Three out of four employees surveyed believe an appraisal system demonstrated effective elsewhere in an organization proves to be appropriate to similar institution, and almost all supervisors and subordinates agree the system in their agency is designed to fit its specific requirements. None of supervisors and only two out of a hundred of their subordinates positively appreciate the fitness to specific needs of the agency.(Table.3.1.1)

ITEM: 1. Performance appraisal in ERTA is designed to fit specific requirements of the agency																			
		#	%	W	#	%	W	#	%	W	#	%	W	#	%	X			
WITNESS		0	0	0	1	4	3	1	4	2	3	13	3	5	22	8	1.60		
SUPERVISORS		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																	
PROFESSION		Strongly Agree					Agree					Disagree					Strongly Disagree		TOTAL

0	0	0	1	4	3	2	9	4	10	43	10	13	57	17	1.31
0	0	0	2	9	6	6	26	12	15	65	15	23	100	33	1.40
0	0	0	3	2	9	9	7	18	29	21	29	41	30	56	1.37
0	0	0	2	1	6	16	12	32	29	21	29	47	35	67	1.43
0	0	0	3	2	9	14	10	28	31	23	31	48	35	68	1.42
0	0	0	8	6	24	39	29	78	89	65	89	136	100	191	1.40
0	0	10			45	28		104	65		159	100			
0	0		6	30			90		104			224		1.40	

Table.3.1.1. Employees' Performance Appraisal Fitness to Organizational Needs

Source: Own Survey and

Computation

Table.3.1.2. Effectiveness of an Appraisal System in Organizations with Similar Tasks

# % W # % W # % W # % W # % W X															
ITEM: 4. Performance appraisal demonstrated effective in the Ministry of Information proves its effectiveness in ERTA															
SPAN OF CONTROL	PROFESSION		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS												
			Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL								
															9 4 2 9 2 5 22 9 1.80

TE	0	0	0	2	9	6	3	13	6	0	0	0	5	22	12	2.40
CHA	0	0	0	4	17	12	8	35	16	1	4	1	13	57	29	2.23
NIC	0	0	0	7	30	21	13	57	26	4	17	4	23	100	51	2.22
LAN	6	4	24	9	7	27	16	12	32	10	7	10	41	30	93	2.27
WIT	1	1	4	9	7	27	23	17	46	14	10	14	47	35	91	1.94
HO	5	4	20	8	6	24	23	17	46	12	9	12	48	35	102	2.13
UT	12	9	48	26	19	78	62	46	124	36	26	36	136	100	286	2.10
SUB	7	0	33	21	99	75	47	150	40	25	40	159	100	289	1.40	
ORDNE																
AL																
EMP																
IGY																
EES																

Source: Own Survey and Computation

Equivalent number of the employees further claim the results they achieve in the accomplishments of organizational strategic goals proves competent despite the agency, as they pointed it out, lacks the appraisal system focusing on employees' achievement of strategic result (Table 3.1.3. and Table 3.1.4).

Table.3.1.3. Performance Appraisal Focusing Employees on Goal Achievements

Source: Own Survey and Computation

ITEM: 2. SPAN OF CONTROL has performed	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS															
	PROFESSION						Strongly Agree		Agree		Disagree		Strongly Disagree		TOTAL	
ance	#	%	W	#	%	W	#	%	W	#	%	W	#	%	W	X
WI JOURNALIST	1	4	4	0	0	0	3	13	6	1	4	1	5	22	11	2.20
TH RN	0	0	0	0	0	0	4	17	8	1	4	1	5	22	9	1.80
SU ALL	0	0	0	1	4	3	8	35	16	4	17	4	13	57	23	1.77
BO NIC	1	4	4	1	4	3	15	65	30	6	26	6	23	100	43	1.87
RD-AN	6	4	24	6	4	18	14	10	28	15	11	15	41	30	85	2.07
WI JOURNALIST	1	1	4	7	5	21	19	14	38	20	15	20	47	35	83	1.77
HO ENCL	3	2	12	6	4	18	24	18	48	15	11	15	48	35	93	1.94
UT ENCL	10	7	40	19	14	57	57	42	114	50	37	50	136	100	261	1.92
SUB TEST	7	0	20	13	60	72	45	144	56	35	56	159	100	260	1.40	

Table.3.1.4. Competency of Results Performed

ITEM: 5. Results which employees of ERTA achieve in their performance toward strategic goals proves incompetent	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS															
	PROFESSION						Strongly Agree		Agree		Disagree		Strongly Disagree		TOTAL	
ard strat	#	%	W	#	%	W	#	%	W	#	%	W	#	%	W	X
WI JOURNALIST	0	0	0	1	4	3	0	0	0	4	17	4	5	22	7	1.40
TH RN	0	0	0	0	0	0	3	13	6	2	9	2	5	22	8	1.60
SU ALL	0	0	0	2	9	6	3	13	6	8	35	8	13	57	20	1.54
BO NIC	0	0	0	3	13	9	6	26	12	14	61	14	23	100	35	1.52
RD-AN	6	4	24	2	1	6	18	13	36	15	11	15	41	30	81	1.98
WI JOURNALIST	1	1	4	3	2	9	24	18	48	19	14	19	47	35	80	1.70
HO ENCL	5	4	20	1	1	3	18	13	36	24	18	24	48	35	83	1.73
UT ENCL	12	9	48	6	4	18	60	44	120	58	43	58	136	100	244	1.79
SUB TEST	7	0	9	6	27	66	42	132	72	45	72	159	100	231	1.45	

Source: Own Survey and Computation

None of technician supervisors and only nine percentages of journalists' and staff supervisors each further negated the idea that organizational goals of agency have failed to serve as basis for their performance plans, and sixteen out of a hundred subordinates share the same attitude over the issue (Table3.1.6). Three out four supervisors and subordinates in the same scale underlined that their performance plan is far aligned with strategic goals of the agency (3.1.5).

Table.3.1.5. Alignment of Performance Plans with Organizational Goals

WIT JOU	2	1	8	17	13	51	14	10	28	8	6	8	41	30	95	2.32
HO ENG	6	4	24	18	13	54	17	13	34	6	4	6	47	35	118	2.51
UT FIN	7	5	28	17	13	51	16	12	32	8	6	8	48	35	119	2.48
SUB EST	15	11	60	52	38	156	47	35	94	22	16	22	136	100	332	2.44
ORDNE	13	84	57	36	171	58	36	116	23	14	23	159	100	394	2.48	
AL																
ENP																
IGY																
EES																

Table.3.2.1. Raters' Training on Performance Management

Source: Own Survey and Computation

Table.3.2.2. Demonstration of Effective Coaching/ Feedback

SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS														
		Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL										
WI JOU	1	4	4	0	0	0	2	9	4	2	9	2	5	22	10	2.00
TH EN	0	0	0	0	0	0	4	17	8	1	4	1	5	22	9	1.80
SU CH	0	0	0	2	9	6	9	39	18	2	9	2	13	57	26	2.00
BO TIC	1	4	4	2	9	6	15	65	30	5	22	5	23	100	45	1.96
RD-TAN	1	1	4	10	7	30	12	9	24	18	13	18	41	30	76	1.85
WIT JOU	4	3	16	4	3	12	13	17	46	26	15	20	47	35	94	2.00
HO ENG	0	0	0	2	1	6	26	19	52	20	15	20	48	35	78	1.63
UT FIN	5	4	20	16	12	48	51	45	122	64	65	89	136	100	279	2.05
SUB EST	4	24	18	11	54	66	42	132	69	43	69	159	100	279	1.75	
ORDNE																
AL																
ENP																
IGY																
EES																

Source: Survey and Own Computation

The training should help to achieve strategic goals and be supported with employees' performance expectations that are specific clear, reasonable and attainable, measurable, observable/verifiable and result oriented. Indeed appraisal cannot simply be mechanical process that calls for the application of an objectively defined formula. Nevertheless the use of subjective factors need to leave out of the system as much as possible and the degree of objectivity has to be maximized instead. The desirability of subjective factors like initiative, cooperation has been lesser than objective measures that can be expressed in terms of costs and outputs, subjective criteria lack to provide important guidelines for appraisers, and supervisors thus fail to use valid and consistent appraisals required to pass personnel decisions. Henceforth employees' performance plans need to include clear, specific,

measurable, verifiable and result-oriented elements. Dimensions when expressed in terms of employees' work results or behaviors to identify what caused poor performance focusing on a particular quality could get a more likely acceptance among employees.

While four of five supervisors and one of three subordinate journalists explain performance appraisal system in the agency includes clear, specific, measurable, verifiable, and result oriented performance elements, three fourth of technicians and the staff strata rejected the idea under discussion. On the other hand one third of supervisor journalists and two third of their subordinates, plus two third of technician supervisors and five out of seven subordinates, and the same number of staff supervisors and subordinates believe performance expectations the organization lack measurable standards (Table 3.2.3. and Table 3.2.4).

Table.3.2.3. Clarity and Verifiability of Performance Appraisal

ITEM: 8. EMPLOYEES' performance appraisal system include clear, specific, measurable, verifiable, and result oriented performance elements																
		W	#	%	W	#	%	W	#	%	W	#	%	W	#	X
SUPERVISOR JOURNALISTS	PROFESSION	4	4	3	13	9	0	0	0	1	4	1	5	22	14	2.80
	Strongly Agree															
EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																
	PROFESSION															
	Strongly Agree															
	Agree															
	Disagree															
	Strongly Disagree															
	TOTAL															

TECHNICAL STAFF	0	0	0	2	9	6	4	17	8	0	0	0	5	22	14	2.80
STAFF	0	0	0	1	4	3	7	30	14	5	22	5	13	57	22	1.69
TECHNICAL STAFF	2	9	8	6	26	18	11	48	22	6	26	6	23	100	54	2.35
WITNESS	4	20	8	6	24	14	10	28	14	10	14	41	30	86	2.10	
HOUSEHOLD	3	2	12	9	7	27	23	17	46	12	9	12	47	35	97	2.06
UNIT	4	3	16	13	10	39	17	13	34	14	10	14	48	35	103	2.15
SUBORDINATE	12	9	48	30	22	90	54	40	108	40	29	40	136	100	286	2.10
ORDNANCE																
INADEQUATE																

TOT 2 1 8 14 9 42 50 30 100 95 60 95 159 100 245 1.54
 AL
 EMP
 LOY
 EES

Source: Own Survey and
 Computation

WLTJOU		#	%	W	#	%	W	#	%	W	#	%	W	#	%	W	#	%		
TH EN		0	0	0	1	4	3	4	17	8	0	0	0	5	22	11	2.20	lack measurable standards		
SU CH		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND																		
BO STIC		DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																		
RD-AN																				
IN S																				
AT																				
ES																				
		PROFESSION					Strongly Agree			Agree			Disagree			Strongly Disagree			TOTAL	

STA	0	0	0	3	13	9	6	26	12	4	18	4	13	57	25	1.92		
FO	0	0	0	7	30	12	10	43	20	6	27	4	23	100	36	1.57		
WIT	0	0	0	11	8	33	22	16	44	8	6	8	41	30	85	2.07		
HO	0	0	0	15	11	45	16	12	32	16	12	16	47	35	93	1.98		
UT	1	1	4	17	13	51	15	11	30	15	11	15	48	35	100	2.08		
SUB	1	1	4	43	32	129	53	39	106	39	29	39	136	100	278	2.04		
ORD	1	4	50	31	150	63	40	126	45	28	45	159	100	325	2.04			
AL																		
EMP																		
LOY																		
EES																		

Table.3.2.4.
 Availability of
 Measurable Standards
 of Performance

Source: Survey and Own Computation

An organization needs to consider easiness of administration as a factor in designing its system of performance appraisal. It should never feel supervisors as an imposition to their ongoing-operations. Fewer categories of rating and forms to complete are required. The system has to be kept away from interfering into the day-to-day activities of employees in the organization, and independently manage the administrative, evaluative and developmental subsystems of performance appraisal. Hence performance appraisal system in an organization needs to be designed as simple as possible so that it is neither difficult to understand nor impossible to be practiced.

Three fifth of journalist supervisors and four out of five supervisor technicians with two third of staff supervisors do not accept performance appraisal in their organization is designed as simple as possible to understand. Two third of journalists, technicians and staff subordinates also disregard the idea. None of the supervisor journalists and staff subordinates including

one of six technicians and staff supervisors denies the system in the agency is designed in the way that is impossible to be practiced. Only few journalists and technician subordinates reject the point. (Table 3.2.5. and Table 3.2.6)

Table.3.2.5.Simplicity of Performance Appraisal to understand

ITEM#	%	W#	%	W#	%	W#	%	W#	%	W#	%	W#	%	W#	%	W#	%	X
10	100	0	0	0	0	2	9	6	2	9	4	1	4	1	5	22	11	2.20
WITH SUBORDINATES SPAN OF CONTROL		JOURNALISTS		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS														
PROFESSION		Strongly Agree		Agree		Disagree		Strongly Disagree		TOTAL								

STA	1	4	4	2	9	6	8	35	16	2	9	2	13	57	28	2.15
TE	1	4	4	5	22	15	14	61	28	3	13	3	23	100	50	2.17
WIT	1	1	4	10	7	30	12	9	24	18	13	18	41	30	76	1.85
HO	2	1	8	11	8	33	17	13	34	17	13	17	47	35	92	1.96
UT	0	0	0	12	9	36	22	16	44	14	10	14	48	35	94	1.96
SUB	3	2	12	33	24	99	51	38	102	49	36	49	136	100	262	1.93
ORD	3	16	38	24	114	65	41	130	52	33	52	159	100	312	1.96	
AL																
ENP																
IGY																
EES																

Source: Survey and Own Computation

ITEM#	%	W#	%	W#	%	W#	%	W#	%	W#	%	W#	%	W#	%	W#	%	X
14	100	0	0	0	0	2	9	4	3	13	3	23	100	50	2.17			
WITH SUBORDINATES SPAN OF CONTROL		JOURNALISTS		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS														
PROFESSION		Strongly Disagree		Disagree		Agree		Strongly Agree		TOTAL								

STA	0	0	0	1	4	3	1	4	2	11	48	11	13	57	16	1.23
TE	1	4	4	1	4	3	3	13	6	18	78	18	23	100	31	1.35
WIT	2	1	8	0	0	0	16	12	32	23	17	23	41	30	63	1.54
HO	1	1	4	1	1	3	15	11	30	30	22	30	47	35	67	1.43
UT	1	1	4	0	0	0	17	13	34	30	22	30	48	35	68	1.42
SUB	4	3	16	1	1	3	48	35	96	83	61	83	136	100	198	1.46
ORD	2	20	2	1	6	51	40	102	101	57	101	159	100	229	1.44	
AL																
ENP																
IGY																
EES																

Table.3.2.6. Practicability of Employees

Performance Appraisal

Source: Own Survey and Computation

Six out of ten supervisors and their subordinates in each strata of profession reject the idea that the line management in their organization takes employees' performance appraisals as a basis for rewards, promotions, work assignment, employee development, disciplinary measures, and other personnel decisions. (Table 3.2.7)

Half of journalist supervisors, three fourth of technicians', and five out of eight staffs' supervisors favor the idea that the appraisal for development is managed altogether with the appraisal for evaluation. Six of seven journalist, technicians, and support staff subordinates also accept the idea.(Table 3.2.8)

In such a situation where the appraisal for employee development is not completely demarcated from that of the appraisal for evaluation, personnel decisions could not help to reach to the intended institutional strategies and goals.

ITEM: #	%	W	#	%	W	#	%	W	#	%	W	#	%	W	#	X
ITEM: 11. The line management takes performance appraisals as basis for rewards, promotions, work assignments, employee development, punishment, and other personnel decisions.																
SUPV	1	4	4	3	13	9	3	13	6	6	26	6	13	57	25	1.92
EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																
PROFESSION		Strongly Agree		Agree		Disagree		Strongly Disagree		TOTAL						

TO	2	9	8	7	30	21	6	26	12	8	35	8	23	100	49	1.40
TO	1	1	4	10	7	30	12	9	24	18	13	18	41	30	76	1.85
HO	4	3	16	13	10	39	19	14	38	11	8	11	47	35	104	2.21
UT	3	2	12	17	13	51	15	11	30	13	10	13	48	35	106	2.21
SUB	8	6	32	40	29	120	46	34	92	42	31	42	136	100	286	2.10
OD	6	40	47	30	141	52	33	104	50	31	50	159	100	335	2.11	

Table.3.2.7. Taking Performance Appraisal

as basis for Personnel Decisions

Source: Own Survey and Computation

Table.3.2.8. Appraisal for Development and for Evaluation

ITEM: #12. The performance appraisal for employee development is altogether managed with the appraisal for evaluation.																
SU ALI BO STS RD IN AT ES	PROFESSION	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL										
		TE	0	0	0	4	17	12	1	4	2	0	0	0	5	22
CHA	5	22	20	3	13	9	4	17	8	1	4	1	13	57	38	2.92
NIC	6	26	24	9	39	27	7	30	14	1	4	1	23	100	66	1.40
WIT	12	9	48	17	13	51	9	7	18	3	2	3	41	30	120	2.93
HO	11	8	44	19	14	57	14	10	28	3	2	3	47	35	132	2.81
UT	16	12	64	22	16	66	10	7	20	0	0	0	48	35	150	3.13
SUB	39	29	156	58	43	174	33	24	66	6	4	6	136	100	402	2.96
ORD	28	180	67	42	201	40	25	80	7	4	7	159	100	468	2.94	

Source: Own Survey and Computation

3.3. Employee participation in establishing performance plan

Performance appraisal system in an organization has to get acceptability among both the rater and ratee. To that end, each should involve in developing the system as an important factor of change. The system needs to encourage employee participation in establishing performance plans, and keep it participatory by giving due weightage to subordinates' points of view. Their involvement remains beneficial in identifying possible problems or weaknesses in the system and arrives at ideas for improvement. Employees should be communicated to performance plans at the beginning of each appraisal period, monitored by supervisors, and discussed on an ongoing basis during the designated period. Employees expect to receive feedback on their performance and be given appropriate direction to recur at the end of each period.

Table.3.3.2. Weightage Given to Subordinates' Points of View

ITEM: #19. Performance appraisal system in ERTA lacks to give due weightage to subordinates' point of view.																
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS														
		Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL										

TECHNICAL SUPERVISORS	1	4	4	0	0	0	3	13	6	1	4	1	5	22	11	2.20
CHIEF SUPERVISORS	0	0	0	1	4	3	4	17	8	8	35	8	13	57	19	1.46
TECHNICAL STAFF	1	4	4	2	9	6	9	39	18	11	48	11	23	100	39	1.70
WITNESSES	0	0	0	7	5	21	18	13	36	16	12	16	41	30	73	1.78
HOUSEHOLDERS	0	0	0	4	3	12	23	17	46	20	15	20	47	35	78	1.66
UNIT ATTENDANTS	0	0	0	1	1	3	33	24	66	14	10	14	48	35	83	1.73
SUBORDINATES	0	0	0	12	9	36	74	54	148	50	37	50	136	100	234	1.72
ORDNANCE	1	4	14	9	42	83	52	166	61	38	61	159	100	273	1.72	

Source: Own Survey and Computation

Nine of eleven journalists' and technicians' supervisors and six out of seven supervisors in the agency do not agree over the idea that the subordinates receive continuous feedback on their performance, and three fourth of the subordinates assure that (Table.3.3.3). In the same way none of supervisors of journalists and supportive staff and a few of technical supervisors denied they do not provide on-going feedback on the performance of their subordinates. Quite a majority of the subordinates claimed positive for the idea (Table.3.3.4).

Table.3.3.3. Receiving Feedback on Performance

ITEM: #16. Employees in ERTA receive continuous feedback on their performance.						
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS				
		Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL

WI JOURNALIST	0	0	0	1	4	3	3	13	6	1	4	1	5	22	10	2.00
TH RN	0	0	0	1	4	3	3	13	6	1	4	1	5	22	10	2.00
SU CH	0	0	0	2	9	6	5	22	10	6	26	6	13	57	22	1.69
BO NIC	0	0	0	4	17	12	11	48	22	8	35	8	23	100	42	1.83
RD-AN	0	0	0	13	10	39	18	13	36	10	7	10	41	30	85	2.07
WI JOURNALIST	0	0	0	12	9	36	25	18	50	10	7	10	47	35	96	2.04
HO ENG	0	0	0	11	8	33	26	19	52	11	8	11	48	35	96	2.00
AT EN	0	0	0	36	26	108	69	51	138	31	23	31	136	100	277	2.04
SLS EN	0	0	40	25	120	80	50	160	39	25	39	159	100	319	2.01	
ORDN	AL															
	ENP															
	IBY															
	EES															

Source: Own Survey
and Computation

Table.3.3.4. Providing Feedback on Performance

ITEM: # 20. ERTA supervisors failed to provide ongoing feedback on the performance level of their subordinates																												
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																										
		Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL																						
WI JOURNALIST	0	0	0	0	0	4	17	8	1	4	1	5	22	9	1.80													
TH RN	0	0	0	1	4	3	1	4	2	3	13	3	5	22	8	1.60												
SU CH	0	0	0	0	0	0	8	35	16	5	22	5	13	57	21	1.62												
BO NIC	0	0	0	1	4	3	13	57	26	9	39	9	23	100	38	1.65												
RD-AN	0	0	0	3	2	9	24	18	48	14	10	14	41	30	71	1.73												
WI JOURNALIST	0	0	0	3	2	9	25	18	50	19	14	19	47	35	78	1.66												
HO ENG	0	0	0	6	4	18	25	18	50	17	13	17	48	35	85	1.77												
AT EN	0	0	0	12	9	36	74	54	148	50	37	50	136	100	234	1.72												
SLS EN	0	0	13	8	39	87	55	174	59	37	59	159	100	272	1.71													
ORDN	AL																											
	ENP																											
	IBY																											
	EES																											

Source: Own Survey
and Computation

Three out of four journalists and staff supervisors respectively told in negative that performance appraisal procedures and administration uniformly apply to all employees in

their organization, while two fifth of technical supervisors approve the argument. In their part three fourth of journalists and staff subordinates with five of seven technicians claim no uniform application to all employees (Table.3.3.5). Seventy five of a hundred subordinates in each profession stratum stand in favor of the idea that performance appraisal in their agency is affected by supervisors prejudices toward them and three fifth and fourth of journalists and staff supervisors in their respective manner, and all technician supervisors agree the same way (Table.3.3.6).

Table.3.3.5. Uniform Application of Appraisal Procedures and Administration

ITEM: 17. Performance appraisal procedures and administration in ERTA uniformly apply to all employees																																								
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA AND ABOVE EDUCATIONAL QUALIFICATIONS																																						
		Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL																																		
WI TH SU BO RO UN	JOU	1	4	4	1	4	3	1	4	2	2	9	2	5	22	11	2.20																							
TH SU BO RO UN	TEH	0	0	0	3	13	9	1	4	2	1	4	1	5	22	12	2.40																							
SU BO RO UN	TEH	2	9	8	2	9	6	6	26	12	4	17	4	13	57	30	2.31																							
BO RO UN	TEH	1	1	4	16	12	48	3	16	12	32	8	6	8	41	30	2.24																							
RO UN	TEH	1	1	4	16	12	48	3	16	12	32	8	6	8	41	30	2.24																							
UN	TEH	1	1	4	16	12	48	3	16	12	32	8	6	8	41	30	2.24																							
SUB	TEH	4	3	16	10	8	7	6	30	24	19	29	14	21	38	48	19	18	47	85	48	98	209	93	1.94															
GRD	TEH	5	32	40	25	120	72	45	144	40	25	40	159	101	336	2.11																								
ES	TEH	5	32	40	25	120	72	45	144	40	25	40	159	101	336	2.11																								
INA	TEH	5	32	40	25	120	72	45	144	40	25	40	159	101	336	2.11																								
TES	TEH	5	32	40	25	120	72	45	144	40	25	40	159	101	336	2.11																								
	TOTAL	5	4	20	34	25	10																																	

Source: Own Survey and Computation

Table.3.3.6. Effects of Prejudices on Performance Appraisal

Table.3.4.1. Frequency of Conducting Employees' Performance Appraisal

ITEM: 21. ERTA conducts employees' performance appraisal twice per annum.						
SPAN OF CONTROL	PROFESSION	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL
		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS				

TECHNICAL SUPERVISORS	0	0	0	1	4	3	4	17	8	0	0	0	5	22	11	2.20
CHIEF EXECUTIVE OFFICERS	1	4	4	4	17	12	5	22	10	3	13	3	13	57	29	2.23
MANAGERS	1	4	4	6	26	18	11	48	22	5	22	5	23	100	49	2.13
WORKING PERSONNEL	0	0	0	11	8	33	23	17	46	7	5	7	41	30	86	2.10
HONORARIES	1	1	4	5	4	15	32	24	64	9	7	9	47	35	92	1.96
UNIT ATTENDANTS	2	1	8	4	3	12	34	25	68	8	6	8	48	35	96	2.00
SUBORDINATES	3	2	12	20	15	60	89	65	178	24	18	24	136	100	274	2.01
ORDNANCE	7	16	26	41	78	100	113	200	29	39	29	159	100	323	2.03	

Source: Own Survey and Computation

Table.3.4.2. Regularity of Conducting Employees' Performance Appraisal

ITEM: 24. Performance appraisal in ERTA is irregularly conducted within a fiscal year.						
SPAN OF CONTROL	PROFESSION	Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL
		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS				

WI JOURNALIST	0	0	0	2	9	6	3	13	6	0	0	0	5	22	12	2.40
TH RN	0	0	0	1	4	3	5	22	10	0	0	0	5	22	13	2.60
SU ALI	0	0	0	3	13	9	8	35	16	2	9	2	13	57	27	2.08
BO STS	0	0	0	6	26	18	16	70	32	2	9	2	23	100	52	2.26
RD- IN	0	0	0	7	5	21	31	23	62	3	2	3	41	30	86	2.10
AT	0	0	0	18	13	54	27	20	54	2	1	2	47	35	110	2.34
ES	0	0	0	8	6	24	37	27	74	3	2	3	48	35	101	2.10
TOTAL	0	0	0	33	24	99	95	70	190	8	6	8	136	100	297	2.18
AL	0	0	39	25	117	111	70	222	10	6	10	159	101	349	2.19	

Source: Own Survey and Computation

Five out of six subordinates and five of seven technical and support staff supervisors claim performance evaluation in their organization reflects their level of performance. (Table.3.4.3). Despite this half of the support staff, three fifth of the journalists, and four of seven technician subordinates with five out of eight support staff, three fourth of technicians and journalists' supervisors witness they are not rewarded for creativity and innovations they achieve while performing their tasks. (Table.3.4.4)

In a situation where employees receive no continuous feedback on their level of performance (Table.3.3.3.), where the supervisors failed to do so (Table. 3.3.4), and where expectations lack measurable standards (Table.3.2.4), a clear majority of both supervisors and subordinate stress performance appraisal in the agency reflects the level of their performance and request for rewards which they think are denied of.

Table.3.4.3. Performance Appraisal Reflecting Level of Employees' Performance

ITEM: 22. Performance appraisal in ERTA properly reflects the level of employees' performance.						
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS				TOTAL
		Strongly Agree	Agree	Disagree	Strongly Disagree	

WI JOURNALIST	0	0	0	1	4	3	3	13	6	1	4	1	5	22	10	2.00
TH RN																
SU ALI																
BO STS																
RD- IN																
AT																
ES																

		0	0	0	3	13	9	2	9	4	0	0	0	5	22	13	2.60
	STAFF	0	0	0	11	48	33	2	9	4	0	0	0	13	57	37	2.85
TO	0	0	0	15	65	45	7	30	14	1	4	1	23	100	60	2.61	
TA																	
WIT	JOU	1	1	4	33	24	99	5	4	10	2	1	2	41	30	115	2.80
HO	ENG	0	0	0	39	29	117	6	4	12	2	1	2	47	35	131	2.79
UT	ENG	2	1	8	27	20	81	16	12	32	3	2	3	48	35	124	2.58
SUB	ENG	3	2	12	99	73	297	27	20	54	7	5	7	136	100	370	2.72
ORD	ENG	2	12	114	72	342	34	21	68	8	5	8	159	100	430	2.70	
AL																	
EMP																	
ENG																	
EES																	

Source: Survey and Own Computation

Table.3.4.4. Reward for Creativity and Innovations

ITEM: 26. Employees in ERTA are not rewarded for creativity and innovation they achieve while performing their tasks																			
SPAN OF CONTROL	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																		
	PROFESSION			Strongly Disagree			Disagree			Agree			Strongly Agree			TOTAL			
#	%	W	#	%	W	#	%	W	#	%	W	#	%	W	X				
WI	JOU	0	0	0	1	4	3	3	13	6	1	4	1	5	22	10	2.00		
TH	TE	0	0	0	1	4	3	4	17	8	0	0	0	5	22	11	2.20		
SU	TE	0	0	0	8	35	24	5	22	10	0	0	0	13	57	34	2.62		
BO	TE	0	0	0	10	44	30	12	52	24	1	4	1	23	100	55	2.39		
RD-	TA	3	2	12	15	11	45	19	14	38	4	3	4	41	30	99	2.41		
WIT	JOU	3	2	12	15	11	45	19	14	38	4	3	4	41	30	99	2.41		
HO	TECHNICIANS	1	1	4	19	14	57	17	13	34	10	7	10	47	35	105	2.23		STA
UT	LIS	1	1	4	19	14	57	17	13	34	10	7	10	47	35	105	2.23		STA
SUB	TOTAL	6	4	24	57	42	171	52	38	104	17	13	17	136	100	316	2.32		
ORD																			
TOT	EMPLOYEES	6	4	24	72	45	216	59	37	118	18	11	18	159	100	376	2.36		

Source: Own Survey and Computation

Four out of seven supervisor journalists with two third of their subordinates and four of five technicians and staff supervisors each, plus six of seven their respective subordinates claim to have the understanding on how their efforts contribute to organizational mission accomplishment. Nevertheless, seven of ten employees agree performance appraisal in the

agency failed to identify the extent of their performance toward its institutional goal achievements. (Table.3.4.5).

Indeed an incumbent performs tasks s/he is assigned to do and directed by the supervisor as a coach. Coaching prerequisites mutual understanding over elements in the organizational strategies and goals. In this instance, however, neither the agency recognizes its employees' performance nor the employees ensure they are on the right track as their performance plan is unaligned with these goals from the start.

Table.3.4.5. Employees Understanding of Their Efforts toward Strategic Goals

ITEM: 23. Employees in ERTA understand how their efforts contribute to organizational mission accomplishment.																
SPAN OF CONTROL	PROFESSION					EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS										
						Strongly Agree			Agree			Disagree			Strongly Disagree	
	#	%	W	#	%	W	#	%	W	#	%	W	#	%	W	X
WI JOU	0	0	0	2	9	6	2	9	4	1	4	1	5	22	11	2.20
TH RN	0	0	0	1	4	3	4	17	8	0	0	0	5	22	11	2.20
SU ALL	0	0	0	1	4	3	12	52	24	0	0	0	13	57	27	2.08
BO SPC	0	0	0	4	17	12	18	78	36	1	4	1	23	100	49	2.13
RD-IAN	0	0	0	15	11	45	22	16	44	4	3	4	41	30	93	2.27
WI SOU	0	0	0	9	7	27	35	26	70	3	2	3	47	35	100	2.13
HQ ENG	0	0	0	7	5	21	36	26	72	5	4	5	48	35	98	2.04
AT ENR	0	0	0	31	23	93	93	68	186	12	9	12	136	100	291	2.14
SLS EST	0	0	0	35	22	105	111	70	222	13	8	13	159	100	340	2.14
ORDNS																
AL																
ENR																
ENR																
EES																

Source: Own Survey and Computation

Table.3.4.6. Identifying the Extent of Employees' Performance

Source: Survey and Own Computation

ITEM: # 25. Performance appraisal in ERTA failed to identify the extent of employees' performance toward organizational goal achievement.																
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS														
		Strongly Disagree			Disagree			Agree			Strongly Agree			TOTAL		
WI JOURNALIST	1	4	4	2	9	6	1	3	2	1	4	1	5	22	13	2.60
TH RN	0	0	0	1	4	3	3	13	6	1	4	1	5	22	10	2.00
SU ALL	0	0	0	5	22	15	3	13	6	5	22	5	13	57	26	2.00
BO STS	1	4	4	8	35	24	7	30	14	7	30	7	23	100	49	2.13
RD-IAN	0	0	0	18	13	54	15	11	30	8	6	8	41	30	92	2.24
WI JOURNALIST	0	0	0	12	9	36	22	16	44	13	10	13	47	35	93	1.98
HO-ENG	0	0	0	7	5	21	25	18	50	16	12	16	48	35	87	1.81
AT-ENG	0	0	0	37	27	111	62	46	124	37	27	37	136	100	272	2.00
ES-ENG	1	4	45	28	135	69	43	138	44	28	44	159	100	321	2.02	

It is hardly possible for the employees to understand how their efforts contribute to organizational mission achievements and the agency certainly fails to identify that as far as procedures and administration of performance appraisal are not standardized in their application and the performance ratings are influenced by ethnicity, gender, age, and such factors.

This is proved right as three fourth of technician supervisors and half of their subordinates, four of seven journalist supervisors and three fifth of their subordinates, and five out of eight and four of seven supervisors and subordinate staff respectively exclaimed no standardized application and nine of ten supervisors and subordinates witnessed the influence on performance. (Table.3.4.6), (Table.3.4.7) and (Table.3.4.8)

ITEM: # 27. Procedures and administration of performance appraisal in ERTA are not standardized in their application.																
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS														
		Strongly Disagree			Disagree			Agree			Strongly Agree			TOTAL		
TH RN	0	0	0	1	4	3	4	17	8	0	0	0	5	22	11	2.20
SU ALL	0	0	0	8	35	24	5	22	10	0	0	0	13	57	34	2.62

TECHNICIAN S

LXV

TO	0	0	0	11	48	33	12	52	24	0	0	0	23	100	57	2.48
WIT	5	4	20	13	10	39	19	14	38	4	3	4	41	30	101	2.46
HO	1	1	4	22	16	66	20	15	40	4	3	4	47	35	114	2.43
UT	1	1	4	19	14	57	21	15	42	7	5	7	48	35	110	2.29
SUB	7	5	28	54	40	162	60	44	120	15	11	15	136	100	325	2.39
ORD	4	28	65	41	195	72	45	144	15	9	15	159	100	382	2.40	
AL																
ENP																
IBY																
EES																

Table.3.4.7.
Standardized
Application of

Appraisal Procedures and Administration

Source: Own Survey and Computation

Table.3.4.8. Influencing factors o Performance Ratings

IT

EM : SPAN OF CONTROL In e per for	#	% W	#	% W	#	% W	#	% W	#	% W	#	% W	#	% W	X
PROFESSION	Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL										

ma																
WE JOURNALIST	0	0	0	1	4	3	3	13	6	1	4	1	5	22	10	2.00
TECHNICIAN	0	0	0	0	0	0	4	17	8	1	4	1	5	22	9	1.80
STAFF SUPERVISOR	0	0	0	1	4	3	8	35	16	4	17	4	13	57	23	1.77
BOSS	0	0	0	2	9	6	15	65	30	6	26	6	23	100	42	1.83
REPORTER	0	0	0	6	4	18	25	18	50	10	7	10	41	30	78	1.90
MANAGER	0	0	0	4	3	12	30	22	60	13	10	13	47	35	85	1.81
STAFF	0	0	0	5	4	15	26	19	52	17	13	17	48	35	84	1.75
STAFF	0	0	0	15	11	45	81	60	162	40	29	40	136	100	247	1.82
OTHER	0	0	17	11	51	96	60	192	46	29	46	159	100	289	1.82	

Source: Own Survey
and Computation

3.5. Commitment of and Support from the Top Management

The top management's strong support for the system of performance appraisal in an organization is the most important requirement for effectiveness in appraising the performance of its employees. Indeed no matter how well designed the system is, without this support it dooms to fail certainly. The management must be firmly committed to seeing the system succeed, and strong policy statements appreciating best performances with rewards, and the worst with penalties, and continuous declarations of the support are manifestations by which this commitment is revealed. Systems that started out because of initial support of the top management subsequently failed when the support waned. Furthermore the system must be taken as an integral part of the organizations' on-going management system.

All of technicians' and five of seven journalists' and support staffs' supervisors plus all of journalists and technicians, six of seven staff subordinates believe the supervisors conduct monitoring employees performance improvement infrequently (Table.3.5.1).

That put the performance management set of interrelated activities short of the monitoring task affecting continuity of the appraisal as a system and process (Table.3.5.2).

Table.3.5.1. Continuity of Performance Appraisal as a Management System

Source: Own Survey and Computation

ITM: 29. Performance appraisal is an on going management system in ERTA.																
SPAN OF CONTROL	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS															
	PROFESSION						Strongly Agree	Agree			Disagree			Strongly Disagree	TOTAL	
	#	%	W	#	%	W	#	%	W	#	%	W	#	%	W	X
WI JOURNALIST	0	0	0	2	9	6	1	4	2	2	9	2	5	22	10	2.00
TH TECHNICIAN	0	0	0	0	0	0	3	13	6	2	9	2	5	22	8	1.60
SUPervisor	2	9	8	1	4	3	8	35	16	3	13	3	13	57	30	2.31
BOSS	2	9	8	3	13	9	12	52	24	7	30	7	23	100	48	2.09
RD-LEADER	1	1	4	1	1	3	22	16	44	17	13	17	41	30	68	1.66
WI JOURNALIST	0	0	0	0	0	0	31	23	62	16	12	16	47	35	78	1.66
HO ENGINEER	0	0	0	7	5	21	30	22	60	11	8	11	48	35	92	1.92
STAFF SUPERVISOR	1	1	4	8	6	24	83	61	166	44	32	44	136	100	238	1.75
ORDNER	2	12	11	7	33	95	60	190	51	32	51	159	100	286	1.80	

Table.3.5.2. Frequency of Monitoring Performance Improvement

ITEM: 33. Supervisors in ERTA conduct monitoring performance improvement infrequently.																
SPAN OF CONTROL	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS															
	PROFESSION						Strongly Disagree	Disagree			Agree			Strongly Agree	TOTAL	
	#	%	W	#	%	W	#	%	W	#	%	W	#	%	W	X
WI JOURNALIST	1	4	4	2	9	6	2	9	4	0	0	0	5	22	14	2.80
TH TECHNICIAN	1	4	4	4	17	12	0	0	0	0	0	0	5	22	16	3.20
SUPervisor	1	4	4	5	22	15	8	35	16	0	0	0	13	57	35	2.69
BOSS	3	13	12	11	48	33	10	43	20	0	0	0	23	100	65	2.83
RD-LEADER	13	10	52	13	10	39	14	10	28	1	1	1	41	30	120	2.93
WI JOURNALIST	11	8	44	19	14	57	14	10	28	3	2	3	47	35	132	2.81
HO ENGINEER	15	11	60	23	17	69	9	7	18	1	1	1	48	35	148	3.08
STAFF SUPERVISOR	39	29	156	55	40	165	37	27	74	5	4	5	136	100	400	2.94
ORDNER	26	168	66	42	198	47	30	94	5	3	5	159	100	465	2.92	

Source: Own Survey and Computation

For performance appraisal to appear as a dynamic management system, commitment of and support from the top management body is critically important.

All of journalists' and technicians' supervisors, and six of seven staff supervisors witnessed against themselves that they are not committed and do not provide support to see the appraisal with success Half of the journalists, technicians and staff subordinates appreciate the same (Table.3.5.3). The supervisors in the agency lack authoritative power to address employees' poor performance as described by all of the technicians', half of journalists', and

six of seven staffs' supervisors (Table.3.5.5). With the absence of such a power the supervisors may lose the courage to monitor now and then whether the improvement in performance in areas found weak is taking place, and this is explained true by all technician supervisors, half of journalist supervisors, and six out of seven staff supervisors. Nine out of ten subordinates also showed the same attitude (Table.3.5.4).

ITEM: # 30. The management body in ERTA is firmly committed to see performance appraisal system adopted with success.		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS				
PROFESSION	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	
STAFF SUPERVISORS	0	0	0	0	0	
TECHNICAL SUPERVISORS	2	9	4	3	15	
JOURNALIST SUPERVISORS	3	5	5	22	35	
STAFF SUPERVISORS	7	14	9	1.80	30	

STAFF SUPERVISORS	0	0	0	2	9	6	6	26	12	5	22	5	13	57	23	1.77
TECHNICAL SUPERVISORS	0	0	0	2	9	6	12	52	24	9	39	9	23	100	39	1.70
JOURNALIST SUPERVISORS	4	3	16	14	10	42	14	10	28	9	7	9	41	30	95	2.32
STAFF SUPERVISORS	4	3	16	20	15	60	13	10	26	10	7	10	47	35	112	2.38
TECHNICAL SUPERVISORS	6	4	24	15	11	45	18	13	36	9	7	9	48	35	114	2.38
JOURNALIST SUPERVISORS	14	10	56	49	36	147	45	33	90	28	21	28	136	100	321	2.36
STAFF SUPERVISORS	9	56	51	32	153	57	36	114	37	23	37	159	100	360	2.26	

Table.3.5.3.

Commitment of the Management Body

Source: Own Survey and

Computation

Table.3.5.4. Monitoring Performance Continuously

ITEM: # 31. Supervisors in ERTA monitor now and then, whether the improvement in performance in the areas found weak is taking place.		EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS				
PROFESSION	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL	
STAFF SUPERVISORS	9	2	9	4	24	
TECHNICAL SUPERVISORS	1	4	1	5	11	
JOURNALIST SUPERVISORS	22	11	22	11	66	

levels are common). Reviews of performance plans are clear and understandable and are effective tool for distinguishing between levels of performance. In all cases, achievement of strategic goals bases for the one with outstanding performance.

Eighty-five of a hundred supervisors and subordinates in ERTA state that their agency develops separate performance appraisal reviews for various positions in its structure. (Table.3.6.1). Seven out of ten of these supervisors and subordinates on the other hand describe about the similarity of the appraisal formats for the positions. Separate reviews for various positions are therefore are conducted with similar formats in the agency (Table.3.6.2).

Table.3.6.1. Performance Reviews for Various Positions

ITEM: 36. ERTA develops separate performance appraisal reviews for the various positions in its structures.																
WJOU	1	4	4	2	9	6	2	9	4	0	0	0	5	22	14	2.80
TH RN	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS															
SU ALI																
SPAN OF																
CONTROL																
IN																
AT	PROFESSION	Strongly Agree			Agree			Disagree			Strongly Disagree		TOTAL			
ES																

TE	1	4	4	4	17	12	0	0	0	0	0	0	5	22	16	3.20
CH	3	13	12	9	39	27	1	4	2	0	0	0	13	57	41	3.15
NIC	5	22	20	15	65	45	3	13	6	0	0	0	23	100	71	3.09
IC	7	5	28	31	23	93	3	2	6	0	0	0	41	30	127	3.10
AN	6	4	24	31	23	93	10	7	20	0	0	0	47	35	137	2.91
WJOU	13	10	52	27	20	81	8	6	16	0	0	0	48	35	149	3.10
HO	26	19	104	89	65	267	21	15	42	0	0	0	136	100	413	3.04
UT	19	124	104	65	312	24	15	48	0	0	0	159	100	484	3.04	
SUB																
ORD																
AL																
EMP																
ES																

Source: Own Survey and Computation

ITEM: 39. Various positions in ERTA have similar performance appraisal formats.																
WJOU	0	0	0	2	9	6	3	13	6	0	0	0	5	22	12	2.40
TH RN	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS															
SU ALI																
SPAN OF																
CONTROL																
IN S																
AT	PROFESSION	Strongly Agree			Agree			Disagree			Strongly Disagree		TOTAL			
ES																

STA	0	0	0	3	13	9	7	30	14	3	13	3	13	57	26	2.00
FE	0	0	0	7	30	21	12	52	24	4	17	4	23	100	49	2.13
WIT	0	0	0	8	6	24	24	18	48	9	7	9	41	30	81	1.98
HO	0	0	0	28	21	84	75	55	150	33	24	33	136	100	267	1.96
TOTALS	0	0	35	22	105	87	55	174	37	23	37	159	100	316	1.99	
SUBS	0	0	0	13	10	39	24	18	48	10	7	10	47	35	97	2.06
STAFF	0	0	0	7	5	21	27									

Table.3.6.2. Similarity

of Appraisal Formats

Source: Own Survey

and Computation

The reviews are made within a system that never meaningfully and adequately distinguishes between performance levels both for senior professionals and others based on relative performance. Half of supervisor journalists and their subordinates with three fourth of supervisor staff and technicians, and nine out of ten their respective subordinates identified the issue for senior professionals (Table.3.6.3). Seven of ten subordinates and three fourth of journalist supervisors and half of technicians and staff supervisors stressed the lack for employees other than senior professionals (Table.3.6.4).

WITH	JOURNALISTS	0	0	0	2	9	6	2	9	4	1	4	1	5	22	11	2.20	0	0	0
SUBORDI	35. Performance appraisal system in ERTA for senior professionals provides meaningful distinction based on relative performance.	0	0	0	1	4	17	12	7	14	6	28	5	22	5	23	100	45	1.96	2.13
INTECHN	STAFF	1	1	4	39	29	117	64	47	128	32	24	32	136	100	281	2.07	57	23	1.77
WIT	0	0	0	0	11	0	81	24	42	89	33	2	101	430	1788	42	13	57	23	1.77
HO	1	1	4	39	29	117	64	47	128	32	24	32	136	100	281	2.07	57	23	1.77	
UT MIS	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																			
SUBS OF CONTROL	PROFESSION	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL														
INA																				
TES																				

Table.3.6.3. Performance

Level Distinction for Senior Professionals

Source: Own Survey and

Computation

TOT	1	1	4	43	27	129	78	49	156	37	23	37	159	100	326	2.05
AL																
EMP																
LOY																
EES																

ITEM	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Performance appraisal in WETA for other than senior executives and professionals fails to provide for adequately distinguishing between performances levels.																
EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS																
PROFESSION																
Strongly Disagree																
Disagree																
Agree																
Strongly Agree																
TOTAL																

STA	1	4	4	5	22	15	3	13	6	4	17	4	13	57	29	2.23
FF	1	4	4	12	52	36	6	26	12	4	17	4	23	100	56	2.43
WIT	7	5	28	20	15	60	10	7	20	4	3	4	41	30	112	2.73
HO	8	6	32	26	19	78	11	8	22	2	1	2	47	35	134	2.85
UT	9	7	36	20	15	60	15	11	30	4	3	4	48	35	130	2.71
SUB	24	18	96	66	49	198	36	26	72	10	7	10	136	100	376	2.76
ORD	16	100	78	49	234	42	26	84	14	9	14	159	100	432	2.72	

Table.3.6.4.

Performance Level
Distinction for Other
than Senior professionals

Source: Own Survey and Computation

Every employee is an asset to the organization for which s/he works, and has specific skill, educational qualification and work experience that best fits to the task s/he is assigned. In a performance appraisal, where separate reviews are conducted with similar formats and identical but undistinguished performance levels, the rating levels can hardly be appropriate for the job the employee is in. In that regard, quite a majority of both supervisors and subordinates stated that performance rating levels identified are inappropriate for the job the incumbent is assigned since, as explained by equivalent number of employees, the levels are identical irrespective of employees difference in areas of concern and position. (Table.3.6.4). (Table.3.6.5) and (Table.3.6.6).

Table.3.6.5. Appropriateness of Rating Levels

ITEM: 34. Performance rating levels identified are appropriate for the job the employee is in															
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS													
		Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL									

WI TH SU BO RD- WIT HO UT SUB ORDA	JOU RN AL	0	0	0	2	9	6	2	9	4	1	4	1	5	22	11	2.20
TH RN	AL	0	0	0	0	0	0	4	17	8	1	4	1	5	22	9	1.80
SU BO RD- WIT HO UT SUB ORDA	ALL	0	0	0	3	13	9	8	35	16	2	9	2	13	57	27	2.08
BO RD- WIT HO UT SUB ORDA	MAN	0	0	0	5	22	15	14	61	28	4	17	4	23	100	47	2.04
WIT HO UT SUB ORDA	JOU RN	5	4	20	5	4	15	25	18	50	11	8	11	41	30	96	2.34
HO UT SUB ORDA	ENG	1	1	4	4	3	12	33	24	66	9	7	9	47	35	91	1.94
UT SUB ORDA	FIN	2	1	8	2	1	6	29	21	58	15	11	15	48	35	87	1.81
SUB ORDA	MAN	8	6	32	11	8	33	87	64	174	35	26	35	136	100	274	2.01
ORDA	MAN	5	32	16	10	48	101	64	202	39	25	39	159	100	321	2.02	

Source: Own Survey and Computation

ITEM: 37. The rating levels of performance for every job an employee is assigned are all identical.															
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS													
		Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL									

WI TH SU BO RD- WIT HO UT SUB ORDA	JOU RN	0	0	0	1	4	3	3	13	6	1	4	1	5	22	10	2.00
TH RN	AL	1	4	4	1	4	3	2	9	4	1	4	1	5	22	12	2.40
SU BO RD- WIT HO UT SUB ORDA	ALL	0	0	0	3	13	9	8	35	16	2	9	2	13	57	27	2.08
BO RD- WIT HO UT SUB ORDA	MAN	0	0	0	5	22	15	14	61	28	4	17	4	23	100	47	2.04
WIT HO UT SUB ORDA	JOU RN	1	1	4	4	3	12	33	24	66	9	7	9	47	35	91	1.94
HO UT SUB ORDA	ENG	2	1	8	2	1	6	29	21	58	15	11	15	48	35	87	1.81
UT SUB ORDA	FIN	5	4	20	8	6	24	22	16	44	13	10	13	48	35	101	2.10
SUB ORDA	MAN	9	7	36	32	24	96	59	43	118	36	26	36	136	100	286	2.10

Table.3.6.6. Identity of Rating Levels

Source: Own Survey and Computation

3.7. Performance Accountability of Appraisers

As explained earlier supervisors in an organization need to concern on appraising their subordinates' performance as an integral part of their duties, and firmly accept they themselves would be evaluated on how seriously they have taken its being practiced.

All journalist supervisors and almost all supervisor technicians and support staff witnessed they are held unaccountable for rigorous appraisal of their subordinates, and nine of ten subordinates agree with that (Table.3.7.1). All the supervisors further stressed that they are not evaluated in how they seriously they take the appraisal of their subordinates' performance. This also is supported by a clear majority of the subordinates (Table.3.7.2).

In this instance, therefore, the uncommitted supervisor who failed to provide the required support and feedback to the subordinates is not held accountable.

Table.3.7.1. Accountability of Supervisors

ITEM: 40. Supervisors in ERTA are held accountable for in their performance plans for the rigorous appraisal of their subordinates.														
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS												
		Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL								

WI JOU	0	0	0	0	0	0	4	17	8	1	4	1	5	22	9	1.80
TH RN	0	0	0	1	4	3	2	9	4	2	9	2	5	22	9	1.80
SU CH	0	0	0	1	4	3	5	22	10	7	30	7	13	57	20	1.54
BO TIC	0	0	0	2	9	6	11	48	22	10	43	10	23	100	38	1.65
RD-AN	0	0	0	4	3	12	22	16	44	15	11	15	41	30	71	1.73
WI SOU	0	0	0	4	3	12	22	16	44	15	11	15	41	30	71	1.73
HO ENG	1	1	4	3	2	9	31	23	62	12	9	12	47	35	87	1.85
AT ENI	1	1	4	4	3	12	23	17	46	20	15	20	48	35	82	1.71
SU ENI	2	1	8	11	8	33	76	56	152	47	35	47	136	100	240	1.76
ORDNE	1	8	13	8	39	87	55	174	57	36	57	159	100	278	1.75	
AL																
ENP																
INGY																
EES																

Source: Own Survey and Computation

Table.3.7.2. Evaluation of Supervisors

WILLOU	#	%	Appraising employees' performance in ERTA is effectively done													
			W	#	%	W	#	%	W	#	%	W	#	%		
TH RN	0	0	0	2	9	6	2	9	4	1	4	1	5	22	11	2.20
			EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS													
AT ES	PROFESSION		Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL									

STA	1	4	4	3	13	9	5	22	10	4	17	4	13	57	27	2.08
FE	1	4	4	6	26	18	9	39	18	7	30	7	23	100	47	1.40
WIT	2	1	8	11	8	33	16	12	32	12	9	12	41	30	85	2.07
HO	1	1	4	12	9	36	22	16	44	12	9	12	47	35	96	2.04
UT	3	2	12	10	7	30	22	16	44	13	10	13	48	35	99	2.06
SUB	6	4	24	33	24	99	60	44	120	37	27	37	136	100	280	2.06
ORD	4	28	39	25	117	69	43	138	44	28	44	159	100	327	2.06	

Table.3.8.1.
Effectiveness of
Employees'
Performance Appraisal in

ERTA

Source: Own Survey and Computation

Table.3.8.2. Employees' Performance Appraisal Ineffectiveness in ERTA

Appraising employees' performance in ERTA is not effectively done																
SPAN OF CONTROL	PROFESSION	EMPLOYEES WITH MORE THAN TWO YEARS OF EXPERIENCE, AND DIPLOMA & ABOVE EDUCATIONAL QUALIFICATIONS														
		Strongly Disagree	Disagree	Agree	Strongly Agree	TOTAL										

WI JOURN	1	4	4	1	4	3	2	9	4	1	4	1	5	22	12	2.40
TH RE	1	4	4	1	4	3	2	9	4	2	9	2	5	22	13	2.60
SU ALL	2	9	8	2	9	6	5	22	10	4	17	4	13	57	28	2.15
BO SEC	4	17	16	4	17	12	9	39	18	7	30	7	23	100	53	1.40
RD-TAN	3	2	12	10	7	30	15	11	30	13	10	13	41	30	85	2.07
WI JOURN	2	1	8	11	8	33	21	15	42	13	10	13	47	35	96	2.04
HO ENG	3	2	12	11	8	33	19	14	38	15	11	15	48	35	98	2.04
UT ENR	8	6	32	32	24	96	55	40	110	41	30	41	136	100	279	2.05
SE-INT	8	48	35	22	105	64	40	128	48	30	48	159	100	329	2.07	
ORDN																
AL																
ENR																
ING																
EES																

CHAPTER IV: SUMMARY-CONCLUSIONS, POLICY IMPIICATIONS AND RECOMMENDATIONS

4.1 SUMMARY

Performance implies both input (resource utilization) and out put (achievements) in the process of production. Efficient and effective resource utilization predetermines the quality of achieving and the results signify the management. Strategies and goals determine the nature and exististence of an institution that in turn identify and manage resources required. Managing resources thus is all for managing the goals, described in the context of the organization in particular and the employees in general. The human power expressed by employee performance is the basic of all resources to organizational goal accomplishment. Organizational performance, therefore, is best described with what and how an employee in the structure is expected to accomplish tasks geared toward strategic goals. The pattern a task has accomplished and results have achieved flows through and within different interacting and interrelated sets of activities constituting performance as a system. Every component part and set of relationships in this system needs to be properly managed to ensure that strategies are implemented in the right way to the right body. Performance improvement is linked to performance appraisal, which by itself is both a system and a process.

4.1.1. Employee Participation in Establishing Performance Plan

Performance appraisal is a link between the reward employees hope to receive and their productivity. To that end, aspects of performance are evaluated in constructive discussion between the supervisor and the employees, as the system essentially requires both to jointly identify strength and areas for improvement. Hence, employee participation in preparing and actualizing performance plan establishes the basis for performance appraisal. The participation benefits both parties thereby developing valued information to pass and communicate administrative personnel decisions, and the subordinate by getting feedback so that they know where each of them stands and how to achieve individual development.

Employees in ERTA involve in the development of their performance plan and discuss with supervisors regarding their recent performance, plans for performance improvement and meeting developmental needs. The discussion however is unipolar that the subordinates' points of views are disregarded to have any value in improving individual and organizational performance. That makes the involvement good for nothing. The subordinates remain far away to realize how near they achieve toward the organizational goals as they are not provided with regular feedback on their performance so that the better it is appropriately reinforced and communicated when poor or marginal performance occurs.

The way the managers carry out performance may endanger the system by criticism on biasness in the assessment of employees' performance coupled with poor managerial efficiency. This is expressed in ERTA as the appraisal is affected by the supervisor's prejudices toward the subordinates, and lacks standard procedures and uniformity in application to all employees.

4.1.2. Alignment of Employees' Performance Plans with Organizational Goals

Effective performance management requires the goals of the organization and that of its employees get interwoven to support strategic goal achievements, and with that it ensures both parties remain productive and motivated. The major point in effective human resource management is ensuring a clear link between the tasks and activities that employees focus and direct their efforts to attain organizational strategies and goals, and the organization spots

performance problems, provides constructive feedback, and measures actions taken to improve employees performance vis-à-vis its institutional goals.

Organizations have their own institutional characteristics, their performances differ from each other. Managing such entities against ongoing and prevailing changes from within and all round its environment in performance attached to performance appraisal, with the difference in nature and performance organizations require qualitatively and/or qualitatively varied resources and hence particular performance appraisal system. The system needs to be designed in the way it fits to specific requirements of the organization. A system of appraisal or its elements demonstrated effective elsewhere do not guarantee a success in another and has to be examined in the light of specific needs of the institution. Purposes of performance appraisal outputs lead employees directly to increased productivity there by keeping their attention focused on achieving results.

Employees in ERTA identify and realize the desire for system fitness in appraising their individual performance to improved task accomplishments. The agency as an institution, on the other hand, has failed to have employees' performance appraisal system specifically designed to its strategic requirements and has adopted what all other public offices, irrespective of differences, have followed in this regard. . Accordingly, the agency lacks the system that encourages employees to achieving results. This proves its incompetence in the human resource efforts against the goals strategically set. In that sense, employees' performance plan in the agency is unaligned with the goals of the agency.

4.1.3. Firm Grasp on the Intended Purposes of Performance Appraisal

Performance appraisal is effectively conducted in a bipolar interaction between the appraiser and appraisee that involves in the process and the instruments it uses. The raters should be trained on performance management and coaching/feedback techniques and be able to demonstrate their skill on effective performance management. The key toward effectiveness in appraising employees' performance is whether the supervisors and subordinates understand its purpose that is what an appraisal supposed to do critically.

The two fundamental reasons for conducting performance appraisal are the desire for information about the level of achievement met and control system used (evaluative

perspective) and identification of development potentials (developmental perspective) that a distinction has to be made between performance on the job and the potential for upward mobility.

Raters in ERTA are trained in managing the [performance of their subordinates with coaching and feedback techniques of appraisals. Despite this fact, they failed to demonstrate their skill in coaching the subordinates and provide them with feedback on tasks performed. That makes the training unworthy and causes wastage in organizational resources of the agency. The line management in the agency could not utilize the appraisal as a basis for personnel decisions since the system lacks clear, specific, measurable, verifiable, and result oriented performance expectations. It failed to develop effective standards and measures of employees' performance. The system is also designed not as such simple and easy to understand that both the supervisors themselves and their subordinates found it hardly possible to get practiced. In appraising the employees' performance no special distinction is made between the appraisal for evaluative and developmental perspectives that personnel decisions on each aspects are biased and pass over their targets causing wrong managerial stance on concerned and related issues.

4.1.4. Periodic Evaluation of Effectiveness of Performance Appraisal

The effectiveness in appraising employees' performance can be seen as to whether performance is managed throughout the year. A continuous process of appraisal is desirable that conventional performance appraisal is not as such the most important part of its management framework. The objectives and scope of the appraisal program serve as a basis to decide the frequency and in most federal public institutions, it is implemented twice in a fiscal year.

What and how employees in the structure are expected to get their tasks done explains organizational performance and the performance of each employee is a major and direct input in the process of achieving organizational goals. The most effective way to measure performance level depends on the skill and knowledge of employees, the nature of the work, and the working environment. The appraisal must be appropriate for the job the employee is

in and to properly reflect the performance level. Henceforth, clear performance expectations with measurable standards make the appraisal effective.

Employees' performance appraisal in ERTA is irregularly conducted (not scheduled for twice per annum) and does not properly reflect the performance level of employees working for the agency. The employees lack to understand the extent of their performance toward organizational goals. The agency failed to recognize creativities and innovations they achieve while performing tasks. The appraisal system administration and procedures are not standardized in their application and ratings are influenced by ethnicity, gender, age, and other such factors.

4.1.5. Commitment of and Support from the Top Management

Employees' performance appraisal should ensure support from the top management. In achieving improved and sustained performance level strong commitment of and support from the top management become necessary. In appraising employees' performance effectively, performance problems must be spotted, constructive feedback should be provided and actions to improve the performance need to be measured. The management body in the organization does these and performance appraisal remains to be an integral part of a manager's duties and of the management system in the organization. In handling the problems, managers are required to identify and agree on the problems, find out the reasons, decide on actions required, and monitor and provide feedback.

What is found in ERTA is the fact that the appraisal system started out to be promising because of initial top management support subsequently failed when the support waned with the change in managerial leadership. Effective performance management requires more than formal reporting and annual ratings that even more critical is what managers do with them. Managing performance throughout the year with uniform procedures and administration speaks well of managerial effectiveness in appraising the performance of employees. It reflects normal and good management practices in setting direction, monitoring, and measuring performance and taking actions accordingly.

Performance appraisal in ERTA is not an ongoing management system that supervisors failed to regularly monitor performance of their employees whether improvement is seen in areas found weak. The management body in the agency does not lack authoritative power to address poor performance but is not firmly committed to see the system with success.

4.1.6. Appropriate Distinction in Levels of Performance

The measurement of performance goals agreed in the performance plan is done with appropriate distinction in the levels of performance based accomplishments for senior executives and professionals and other employees. The levels should be assigned to the dimensions (commonly described as quality, quantity, time, output, impact, reaction and interpersonal effectiveness) with grades or levels appropriate to a given task.

In ERTA performance rating levels identified are all unidentical but inappropriate for the job the employee is assigned. The system for other than senior executives and professionals adequately distinguishes between performance levels but could not provide meaningful variance for senior professionals and executives based on relative performance appraisal reviews for the various positions in its structures but with varied appraisal formats.

4.1.7. Performance Accountability of Appraisers

The critiques on appraising employees' performance lie on the way managers carry it out in practice with unbiased managerial performance assessment, weak management preparation and improper discussion. Supervisors, managers, and executives are held accountable for managing the performance of their subordinates and are evaluated on how seriously they take the exercise.

In the Ethiopian Radio and Television Agency supervisors are neither evaluated in how seriously they take the appraisal of their subordinates' performance nor are held accountable for their performance plans for rigorous appraisal of their subordinates.

All in all, this case study research found out that appraising employees' performance in the Federal public broadcasting media institutions toward their performance is ineffectively implemented.

The changes in the performance appraisal schemes, which ERTA attempts to conduct, can be seen yet in the shift from the earlier trait to the result based assessment. Recent trends of the changes in the system went on from effect to result focus, from judgmental to joint problem solving, from managerial to all jobs, from top-down to 360-degree appraisal and from achievements to competencies though. Indeed the performance appraisal methods used differ in accordance with the nature of the organization. The method ERTA claims to have used can categorically be indicated as of special methods-management by objective.

Effectiveness in appraising employees' performance does not however depend on the type of the system used but on the objectives of the system and the decisions being made. The key to such effectiveness is not which method is used but whether managers and employees understand its purpose as described earlier. The failure in effectively appraising employees' performance in ERTA is not because the agency used a result-oriented or any other method but mainly due to the reasons above. There is no one best way to appraise performance of employees, and the most effective way, which ERTA lacked to recognize, depends on the situation so far as the nature of the work, the skill and knowledge of the employee, and the working environment continues to affect the methods of the appraisal.

Preparation of the performance plan, performance monitoring and rating, performance review, employees' time management, and personnel decisions and measures required to be taken after assessments are the key performance elements described short of effectiveness indicators, in the appraisal method adopted by the agency.

4.2. IMPLICATIONS FOR PRACTICE AND POLICY

An organization seeking to improve performance of its employees need to examine the appraisal system it conducts, the interaction and relation between the supervisors and subordinates, and the performance management process that influences the appraisal outcomes. Organizations despite the difference in strategies and goals perform various tasks. The performance necessarily entails the appraisal for institutional and employee outcome

improvements. Effectiveness in appraising employees' performance thus is not a burden rather a necessity for the organization to survive in the changing environment, and executives, managers, and supervisors are held accountable in that regard. With the failure in effectively conducting performance appraisal, performance problems cannot be identified and decisions that follow only will take particularly the public organization in question and the industry in general into crisis. This ultimately threatens to affect the strategy and programme of government to improve the appraisal there by creating a committed employee and supervisor who thoroughly understand that each incumbent is to be evaluated up on his/her performance.

4.3. RECOMENDATIONS

The most important concern in appraising employees' performance toward their performance improvement is not the method of the appraisal used but the efficacy of performance management in general and the appraisal in particular.

Whatever methods the Ethiopian Radio and Television Agency may use, for an effective appraisal of its employees' performance toward improvement in a result oriented performance culture system, the researcher recommends the agency to:

- Prepare its strategic, tactical, and operational plans with meaningful participation of the concerned professional, and supervisors in particular, and the employees in general,
- Make the incumbent clearly understand the plan and goals cascaded to the job s/he is assigned,
- Train supervisors, and orient subordinates on the what, why, and how of employees' performance appraisal,
- Involve the employee in the preparation of his/her performance plan taking all view points into consideration,
- Align the employee's performance plan with organizational goals and strategies in a way that a deviation in performance is directly reflected in the working unit's, and ultimately in the strategic plan implementations (Annex IV),
- Clearly set measurable standards and levels of performance expectations,
- Frequently monitor and regularly appraise the performance of the employees,

- Provide coaching and continuous feedback on the level of employees' performance,
- Distinctively manage the appraisal for employee development and for evaluation,
- Uniformly apply the appraisal procedures administration to all employees,
- Transparently use the appraisal as a basis for personnel decisions.

4.4. SPECIFIC SUGGESTIONS FOR FUTURE RESEARCH

This research is conducted in the intention to measure the extent of appraising employees' performance in the Ethiopian Radio and Television Agency in improving their performance toward strategic goal accomplishment and development.

- Why lack of commitment among the supervisors, a lesser understanding on the purpose of the appraisal, and unbalanced discussion on performance plan preparation, and
- What makes the difference in attitude among journalists, technicians, and the supportive staff on some issues of effectiveness in appraising employees' performance in the agency;

Require further and detailed research in future

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Addis Ababa University
Faculty of Business and Economics
Department of Public Administration and Development Management
Master of Public Administration

Annex I

Dear Respondent,

'Effectiveness in appraising employees' performance in ERTA' is an instrumental case study research administered by the department of public administration and development management in the faculty of business and economics of Addis Ababa University

Its main objective is to measure how effective performance system appraisal is in improving employees' performance.

Your voluntary participation as a respondent in this research process would be of great value toward the accomplishment of the desired objective.

The information you provide is anonymously used for academic/ research purpose only.

Thank you in advance for your time and effort extended to the study

Sincerely

Teferi Hailemichaelt

Student

I First some facts about you: Just tick in the appropriate box provided

PROFESSION	WORKING POSITION	
	HEAD	STAFF
JOURNALIST	<input type="checkbox"/>	<input type="checkbox"/>
TECHNICIAN/ENGINEER	<input type="checkbox"/>	<input type="checkbox"/>
SUPPORT STAFF	<input type="checkbox"/>	<input type="checkbox"/>
EDUCATIONAL QUALIFICATION		
Degree	<input type="checkbox"/>	
Diploma	<input type="checkbox"/>	
Certificate	<input type="checkbox"/>	
TOTAL NUMBER OF YEARS SERVED		
2 Years and below	<input type="checkbox"/>	
Above 2 years	<input type="checkbox"/>	

II. Now some opinions about the following statements.

1. The following is a set of statements about attitudes to the issue of effectiveness in appraising employee's performance.

Just Tick in the appropriate box provided for Strongly Agree, Agree, Disagree, or Disagree Strongly.

No	Item	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
I	Performance plans' alignment with organizational goals				
1 (+)	The performance appraisal conducted in ERTA is designed to fit the specific requirements of the agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 (+)	ERTA has a performance appraisal system that focuses employees on achieving-results agreed toward strategic goals accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 (+)	The ERTA employee's performance plan is aligned with its organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 (-)	Employee's performance appraisal system adopted in the ministry of information and the Federal Civil Service Commission proves to demonstrate effectiveness in ERTA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 (-)	Results, which employees of ERTA achieve in their performance to the accomplishment of strategic goals of the agency proved incompetent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 (-)	ERTA's organizational goals have failed to serve as basis for its employees' performance plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Item	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
II	Firm grasp on the intended purpose of performance appraisal				
7 (+)	Raters are trained on performance management and coaching/feedback techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 (+)	The performance appraisal system ERTA uses requires employees performance plans to include clear, specific, measurable, verifiable and result oriented performance elements (expectations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 (-)	Supervisors, in ERTA do not demonstrate effective performance management coaching/feedback skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The performance appraisal system in your organization is designed as simple as possible to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 (+)	The ERTA line management takes performance appraisals as a basis for rewards, promotions, work assignments, employee developmental activities, punishments and other personnel decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 (-)	The performance appraisal for employee development is altogether managed with the appraisal for evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 (-)	The ERTA employee's performance expectations described in the appraisal system lack measurable standards of performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 (-)	The performance appraisal system in ERTA is designed in the way that it is impossible to get practiced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Item	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
III	Employee participation in establishing performance plan.				
15 (+)	The performance appraisal system in ERTA is designed in the way that it is impossible to get practiced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 (+)	The performance appraisal system in ERTA is designed in the way that it is impossible to get practiced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 (+)	The performance appraisal procedures and administration in ERTA uniformly apply to all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 (-)	The performance appraisal is affected by supervisor's prejudices toward subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 (-)	The performance appraisal in ERTA lacks to give due weightage to subordinate's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 (-)	Supervisors in ERTA fail to provide on going feedback on the performance level of their subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Item	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
IV	Periodically evaluating the effectiveness of performance appraisal.				
21 (+)	ERTA conducts employee's performance appraisal twice per annum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 (+)	Performance evaluation in ERTA properly reflects the level of employee's performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 (+)	Every employee in ERTA understands how his/her efforts contribute to organizational mission accomplishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 (+)	Performance appraisal in ERTA is irregularly conducted with in a fiscal year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 (-)	The performance appraisal in ERTA failed to identify the extent or employee's performance to ward organizational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 (-)	Employees in ERTA are not rewarded for creativity and innovation they achieve while performing their tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 (-)	Procedures and administration of performance appraisal system in ERTA are not standardized in their application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 (-)	The performance ratings are influenced by ethnicity, gender, age or other such factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Item	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
V	Commitment of, and support from the top support from the top management.				
29 (+)	Performance appraisal is an on going management system in ERTA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 (+)	The management body in ERTA is firmly committed to see performance appraisal system adopted with success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31 (+)	Supervisors in ERTA monitor now and then whether the improvement in performance in the areas found weak is taking place or not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32 (+)	The ERTA supervisors lack authoritative power to address poor performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33 (-)	Supervisors in ERTA conduct monitoring performance improvement infrequently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Item	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
VI	Appropriate distinctions in levels of performance				
34 (+)	The rating levels of performance identified are appropriate for the job the ERTA employee is in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35 (+)	The ERTA performance appraisal system for senior professional employees provides for meaningful distinction based on relative performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36 (+)	ERTA develops separate performance appraisal reviews for the various positions in the organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37 (-)	The relating levels of performance for every job an employee is assigned are all identical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38 (-)	Performance appraisal system in ERTA for other than senior executive and senior professional employees fails to provide for adequately distinguishing between levels of performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39 (-)	Various positions in ERTA have similar performance appraisal formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No	Item	Responses			
		Strongly agree	Agree	Disagree	Strongly disagree
VII	Performance accountability of appraisers				
40 (+)	Supervisors are held accountable for in their performance plans for the rigorous appraisal of their subordinates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 (-)	Supervisors in ERTA are not evaluated on how seriously they take the appraisal of their employee's performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEX V/1: EMPLOYEE PERFORMANCE PLAN

No	Tasks	Weight %	Measure		Levels of performance				Outcome	Impact
			General	Specific	Satisfactory	Good	Better	Best		

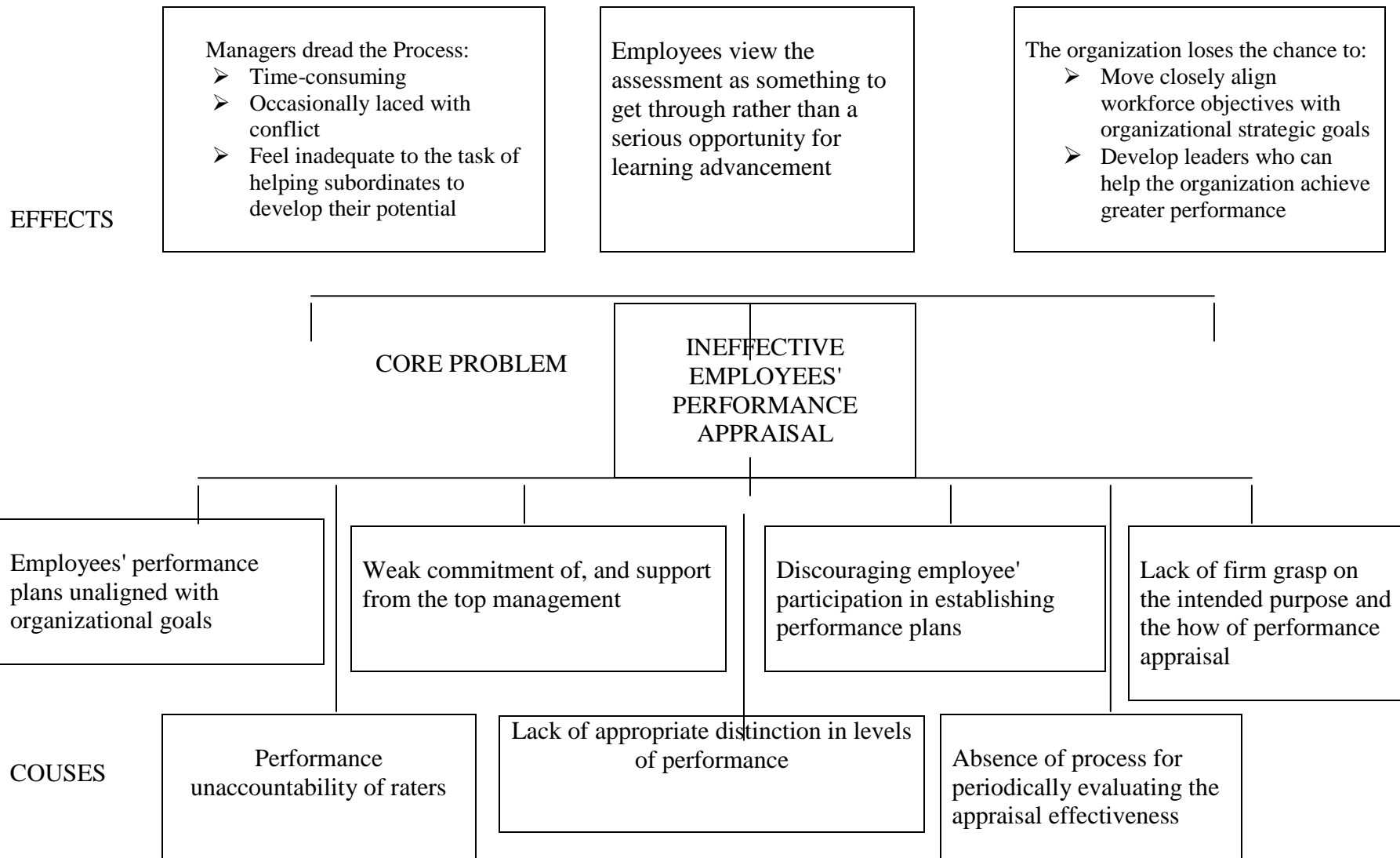
ANNEX V/2: ORGANIZATIONAL/WORKING UNIT PERFORMANCE PLAN

No	Tasks	Weight %	Measure		Performance Schedule				Outcome	Impact
			General	Specific	First Quarter	Second Quarter	Third Quarter	Fourth Quarter		

Table.3.8.3.Characteristic and Number of Sampled Respondents

PROFESSION	EMPLOYEES WITH SUBORDINATES								EMPLOYEES WITHOUT SUBORDINATES							
	MORE THAN TWO YEARS OF EXPERIENCE				TWO AND BELOW YEARS OF EXPERIENCE				MORE THAN TWO YEARS OF EXPERIENCE				TWO AND BELOW YEARS OF EXPERIENCE			
	DIG	DIP	CER	TOTAL	DIG	DIP	CER	TOTAL	DIG	DIP	CER	TOTAL	DIG	DIP	CER	TOTAL
STAFF	5	8	1	14	0	0	0	1	26	22	0	48	2	1	0	3
TECNICIANCE	3	2	0	5	0	1	0	1	21	26	0	47	1	0	3	4
JOURNALISTS	5	0	0	5	2	1	0	3	36	5	0	41	7	1	0	8
TOTAL	13	10	1	24	3	2	0	5	83	53	0	136	10	2	3	15
Total Number of Sampled Respondents: 24+5+136+15=180																

Source: Survey Conducted



Source: Adapted from the World Bank, (web.mit.edu).