



Addis Ababa University

College of Business and Economics

Department of Management

MBA Program

**Assessment of the implementation of Employees'
Performance management system practices**

(City branches of Commercial Bank of Ethiopia

Under West Addis Ababa District)

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Declaration

I declare that the thesis work entitled **“Assessment of the implementation of employees’ performance management system (City branches of Commercial Bank of Ethiopia under West Addis Ababa District)”** is my original work that all sources of material used for the work have been duly acknowledged.

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Acronyms and Abbreviations

MBA: Masters of Business Administration

CBE: Commercial Bank of Ethiopia

WAAD: West Addis Ababa District

PMS: Performance Management System

CSM: Customer Service Manager

SMART: Specific, Measurable, Attainable, Relevant and Time bounded

HR: Human Resource

FCY: Foreign Currency

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Abstract

This research is conducted to assess the implementation of employees' performance management system in CBE. The research has gone through the assessment of the practice of performance planning and agreement, provision of ongoing feedback, performance evaluation and performance review process of CBE. Primary data were collected through questionnaire (close ended and open ended). Respondents randomly selected from the total population of 1640 employees, 312 questionnaires were properly filled and returned. The data was analyzed using descriptive and inferential statistics such as mean, standard deviation, percentile and one sample independent t-test. Even if the objective/targets are SMART, some of them are the unattainable; especially deposit and FCY mobilizations, data tracking system and documentation of PMS data are the main shortage of the system. The feedback provision practice is not adequate and the office layout of some branches is not convenient. The other problem is that there is no guideline to manage PMS when there is a change of assignment within the same rating period. Based on the finding, the researcher recommended that the bank should allocate an achievable target by considering the environment and potentials of branches, in order to get the accurate performance data of employees, the data tracking system should be automated, develop a clear guideline how to manage the transferred employees from one assignment to another in a single rating period.

Key words: Data tracking, Feedback, Performance evaluation, Performance management system, performance review, target/objectives.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employees' Performance management system suffers flaws in many organizations, with employees and managers regularly bemoaning their ineffectiveness. A survey by Watson Wyatt (2004) showed that "only three out of 10 workers agree that their company's performance management system helps improve performance. Less than 40 percent of employees said their systems established clear performance goals, generated honest feedback or used technology to streamline the process."

While this result suggests that there may be poorly designed performance management systems in many organizations, Pulakos (2004) argued that "this problem is not typically derived from poorly developed tools and processes. Rather, this author believed that difficulties arise because, at its core, performance management is a highly personal and often threatening process for both managers and employees." This implies that for effective implementation of PMS, companies should deal with proper design of the system and careful execution of the process.

As defined by Maiya et al. (2011), performance management is "a process of performance planning (goal setting), performance monitoring and coaching, measuring (evaluating) individual performance linked to organizational goals, giving feedback, rewarding based on achievements against set performance and required competences, and working out a plan for development"(p: 178). In both the above definitions by the two different scholars, performance management is stated as a *process* that involves in improving employee's performance.

According to the study done by Budell (February 2017), there are five problems of traditional performance management system that bring ineffectiveness and inefficient the annual performance review. Many companies rate employees performance based on goals set at the start of each year, yet we know that in today's world, market dynamics can turn on time. The annual targets should not be remaining static but have to be flexible. The other thing should consider in PMS is the time of performance feedback given for employees. Feedback helps employees' to know where they stand on regular basis and take corrective action accordingly. If the feedback is not timely and continuously, employees cannot make improvement on their performance. When feedback is held at the end of the year during performance review, Managers and employees wasted a year to take corrective actions on poor performance. If managers are coached employees, they can inspire and engage their workforce. Managers and employees should be having regular conversations around carrier goals, developing new skill sets and future paths for success. Most of the time, however, these discussion doesn't happen at all.

Performance Management System as a strategic tool for the alignment of organizational goals with team and individual goals has been rolled out in Commercial Bank of Ethiopia since July 01, 2014 after pilot implementation for 15 months in eight branches and selected processes. Since then the implementation was carried out phase by phase in all Process and Offices. During this period, performers exhibited varied level of understanding and implementation of the PMS. (CBE, 2015)

Based on the above facts, this project will assess the implementation of employee's performance management system in selected city branches of CBE- under West Addis Ababa District in the view of scholars' literatures.

1.2 Statement of the problem

As every employee seeks an agreed amount of salary to be paid at the end of every month or at an agreed period, it is apparent for an organization to expect a satisfactory performance from its employees. The importance of putting PMS in place comes at this point, in order to bring the employees to the expected level. However, its implementation is not an easy task since it requires proper implementation of each phase carefully.

Effective performance management systems have a well-articulated process for accomplishing evaluation activities, with defined roles and timelines for both managers and employees. Pulakos (2004) put the performance management process in five phases (1) Performance planning, (2) ongoing feedback, (3) employees input, (4) performance evaluation and (5) performance review whereas, Armstrong (2009) put it in three phases (1 performance & development agreement, (2) managing performance throughout the year and (3) performance review & assessment). This research will assess the implementation of PMS in CBE using the phases developed by Pulakos (2004) since it is clear and simple process to understand.

This peculiar research will examine whether the CBE execute each phases of the performance management process properly and effectively or not. The following are questions arise in this research.

1. Is CBE executing each phase of the performance management process properly while implementing PMS?
2. Do the targets given to employees during performance planning phase have SMART feature?
3. Is CBE performance planning process follows the right planning process?
4. Do managers communicate the employees about the expected result before the evaluation is conducted?

5. Do managers give timely, in private, and constructive feedback for employees?
6. How the data tracking and evaluation are perform in city branches of CBE-WAAD?
7. How many managers conduct performance review sessions to discuss the evaluation result with employees at each rating period?

1.3 Objective of the study

1.3.1 General objective

The main objective of this research is to assess the implementation of employee's performance management system in CBE.

1.5.2 Specific Objectives

In addition to the above general objective, the following are the specific objectives that the research will address.

- To assess how performance planning is done,
- To assess & examine the level of feedback being provided on performance progress,
- To investigate whether the employees input is taken by the management,
- To examine the data tracking & performance evaluation practice,
- To assess whether managers conduct performance review in each rating period,
- To recommend way outs for problems encountered in implementation of PMS.

1.4 Significance of the Study

The central thrust of PMS in the organization is to develop, maintain and enhance and improve employees' performance to the needed expectation. Improvement of employees' skill and performance is very important to organizational improvement and good performance. Without skilled employees,

organizational achievement is not anticipated. The project will provide current performance evaluation system practices in Commercial Bank of Ethiopia. It has significance in several aspects: primarily, the findings of this paper will serve as an input to improve gaps in implementation PMS in CBE and it also serve as a piece of reference in conducting research in related topic for the future.

1.5 Scope of the Study

Though CBE implemented performance management system in all branches, district offices and various head office organs, this project is delimited to assessing only west Addis Ababa district city branches which are under its domain since it could be difficult in terms of time & cost to conduct a bank wide assessment. However, since all branches are homogeneous regardless of their location and departments in the district office are mirror of head office organs, it might show a clear insight about the bank wide implementation of PMS in CBE. Moreover, this research is confined to assess only the execution of the PMS processes such as performance planning, feedback, employees input, performance evaluation and performance review.

1.6 Limitation of the study

This research has limitations since implementation of PMS by Ethiopian companies is a recent phenomenon; it was difficult to have local researches as a reference as needed. In addition, this research would be important in obtaining a lot of information if it covers all district and head office organs of CBE. And also the magnitude of the study must not be only confined in city branches under WAAD. It could also affect all districts and head office organs. However, it is impractical or unmanageable to include all districts and head office organs due to resource limitation. Therefore this study was delimited to city branches of CBE under WAAD. The findings of this research lack of generalizability to other district and head offices in CBE.

1.9 Organization of the study

This research is discussed in five chapters. Chapter one discuss about the introduction, statement of the problem, objective, scope and limitation of the study. Chapter two present a review of scholar's literature about PMS. Chapter three is about the design and methodology of the research conducted. Chapter four present a brief presentation and analysis of data. Summary and conclusion, findings and recommendation is discussed under the last chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Performance management system is very important in any type of organization for better attainments of organizational goals and objectives. It provides the framework for improving performance through the agreement of performance expectations and the formulation of performance development plans. As vehicles for feedback and recognition it has a major role in a performance and reward system. This chapter discusses about definition, purpose and process of performance management system in brief from different books, researches and internet sources.

2.2. Concept and Definition of Performance Management

Performance management is “a process of performance planning (goal setting), performance monitoring and coaching, measuring (evaluating) individual performance linked to organizational goals, giving feedback, rewarding based on achievements against set performance and required competences, and working out a plan for development”(p: 178). Usually, people use performance management system and performance appraisal interchangeably, while the two have different meaning in human resource professionals.

According to Armstrong (2009),

‘Performance appraisal is the formal assessment and rating of individuals by their managers at or after a review meeting, whereas performance management is a continuous and much wider, more comprehensive and more natural process of management that clarifies mutual expectations, emphasizes the support role of managers who are expected to act as coaches rather than judges and focuses on the future’. From this definition one can understand that performance management is a process and performance appraisal is part of a performance management. (p. 118-119)

Performance management is an ongoing process of communication between a supervisor and an employee that occurs throughout the year, in support of accomplishing the strategic objectives of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, and reviewing results.

Different scholars define performance management as follows;

Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. It is concerned with aligning individual objectives to organizational objectives and encouraging individuals to uphold corporate core values, enabling expectations to be defined and agreed in terms of role responsibilities and accountabilities, skills and behaviors, and providing opportunities for individuals to identify their own goals and develop their skills and competencies. (Armstrong, 2009, p. 618)

Performance management is an integrated and systematic process of sustaining the success of organization by improving the performance of the people who work in them and also it is developing the capacity of individuals and team who contribute to the organization. It is also a strategic process in a sense that it deals with the broader issue of the organization efficiency to meet the market demands and long term goal. (Armstrong 2000).

In saying performance management is an integrated process; it is linking the organization objective with the teams and individual core competences as well as integration of different aspects of human resource management including organizational development, human resource development, reward and

recognition to ensure excellence in the management and development of people.

Performance management is based on the agreement of objectives, knowledge, skill and capability (competence) requirements, performance improvement, and personal development plans. It involves the joint and continuing review of performance against these objectives, requirements and plans and the agreement and implementation of improvement and further development plans. (Armstrong 2000).

Performance management includes activities which ensure that goals are consistently being met in an effective and efficient manner. Performance management can focus on the performance of an organization, a department, employee, or even the processes to build a product or service, as well as many other areas.

Pulakos (2009: 3) emphasized that: 'Performance management is the key process through which work gets done. It's how organizations communicate expectations and drive behavior to achieve important goals; it's also about how organizations identify ineffective performers for development programs or other personnel actions.'

The bank (commercial bank of Ethiopia) defined performance management system as: "a strategic management tool that enhances successful performance by aligning individual efforts towards the organization business objectives. It is a means by which a supervisor and an employee can reach a mutual understanding of expectations, and a process through which an assessment can be made as to whether the expectations have been met, exceeded, or remain unmet." (CBE, 2009, p.2)

For the purpose of this study, the researcher defines performance management as; 'A strategic tool by which a supervisor and employees can reach a mutual

understanding of result and behavioral expectations, through which an assessment can be made as to whether the expectations have been met or not. This process has five typical steps such as performance planning & agreement, ongoing feedback, taking employee's input, performance evaluation & review.'

Many factors will impact the effectiveness of an organizations performance management system, but three are most important. First, the system needs to be aligned with and support the organizations direction and critical success factors. Second, well-developed, efficiently administered tools and processes are needed to make the system user friendly and well received by organizational members. Third, and most important, is that both managers and employees must use the system in a manner that brings visible, value-added benefits in the areas of performance planning, performance development, feedback and achieving results (Elaine D. Pulakos 2004).

2.3. Objective of Performance Management

The main objective of performance management for individuals is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization. Performance management provides the basis for self-development but, importantly, it is also about ensuring that the support and guidance people need to develop and improve are readily available. Performance management can play an important role in rewarding employees by providing them with positive feedback and the recognition of their accomplishments. (Shields J., 2007)

According to Armstrong (2006), the overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Specifically, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in

terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be). (p. 496)

2.4 Underpinning Theories

The following three theories underpinning performance management have been identified by Armstrong (2014:335).

2.4.1 Goal Theory

Goal theory, as developed by Latham and Locke (1979), highlights four mechanisms that connect goals to performance outcomes: 1) they direct attention to priorities; 2) they stimulate effort; 3) they challenge people to bring their knowledge and skills to bear to increase their chances of success; and 4) the more challenging the goal, the more people will draw on their full repertoire of skills. This theory underpins the emphasis in performance management on setting and agreeing objectives against which performance can be measured and managed. (Armstrong, 2009, p. 620)

2.4.2 Control Theory

Control theory focuses attention on feedback as a means of shaping behavior. As people receive feedback on their behavior they appreciate the discrepancy between what they are doing and what they are expected to do and take corrective action to overcome the discrepancy. Feedback is recognized as a crucial part of performance management processes. (Armstrong, 2009, p. 621)

2.4.3 Social Cognitive Theory

Social cognitive theory was developed by Bandura (1986). It is based on his central concept of self-efficacy. This suggests that what people believe they can or cannot do powerfully impacts on their performance. Developing and strengthening positive self-belief in employees is therefore an important performance management objective. (Armstrong, 2009, p. 621)

2.5 Conceptual framework of performance management process

According to Armstrong (2009), “Performance management takes the form of a continuous self-renewing cycle” (p. 621). Similarly, Noe, Hollenbeck, Gerhart & Wright (2015) argued that, “although performance management system does include the once or twice a year formal appraisal or evaluation meeting, effective performance management is a process not an event” (p. 348).

Effective performance management systems have a well-articulated process for accomplishing evaluation activities, with defined roles and timelines for both managers and employees. According to Pulakos (2004), the performance management process has five phases such as performance planning, ongoing feedback, employees input, performance evaluation and performance review. On the other hand, Armstrong (2009) put it in three phases as performance & development agreement, managing performance throughout the year and performance review & assessment.

Performance planning phase deals with setting SMART goals and targets for employees. For effective implementation of those targets, employees should agree on the targets given with their supervisors. The typical performance management process of Pulakos (2004) ignored the critical part of performance agreement. Moreover, taking employees’ input can’t be a single phase on its own. Rather, it should happen in every phase of the performance management process. Besides, performance data tracking process is part of performance evaluation process.

Hence, this research assessed the employees’ performance management system of CBE-west Addis Ababa district city branches using four phases such as performance planning & agreement, ongoing feedback, performance evaluation and performance review.

2.5.1. Performance Planning and Agreement

The planning phase is a collaborative effort involving both managers and employees during which they will review the employee's job description to determine if it reflects the work that the employee is currently doing, identify and review the links between the employee's job description, his or her work plan, and the organization's goals, objectives and strategic plan, develop a work plan that outlines the tasks or deliverables to be completed, the expected results and the measures or standards that will be used to evaluate performance, identify critical areas that will be key performance objectives for the year. The choice of areas may be determined by the organization's strategic plan, by the employee's desire to improve outcomes in a certain part of his or her job or by a need to emphasize a particular aspect of the job, identify training objectives that will help the employee grow his or her skills, knowledge and competencies related to the work, identify career development.

According to Pulakos (2004), at the beginning of the performance management cycle, "it is important to review with employees their performance expectations, including both the behaviors employees are expected to exhibit and the results they are expected to achieve during the upcoming rating cycle". Similarly, Noe et al. (2015) advocates that companies that seek competitive advantage through employees must be able to manage the behavior and results of all employees" (p. 346).

The concept of performance has been expressed by Brumbrach (1988) as follows:

Performance means both behaviors and results. Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results. (As cited in Armstrong, 2014, p. 334)

Performance planning is based on performance agreements. Expectations are defined generally in role profiles that specify key result areas; the knowledge, skills and abilities (KSAs) required and the behavioral competencies needed to perform well. What has to be accomplished in key result areas can be defined in the form of objectives or targets. An important aspect of performance planning is the process of aligning individual goals with the strategic goals of the organization. (Armstrong, 2014, p.337)

2.5.1.1 Behavioral Expectations

Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results.

According to Noe et al. (2015), “the behavioral approach can be very effective. It can link the company’s strategy to the specific behavior necessary for implementing that strategy. It provides specific guidance and feedback for employees about the performance expected of them”.(p. 369) Similarly, Pulakos (2004) advocates that, effective performance management systems provide behavioral standards. This author stressed that, during the performance planning process, managers should review and discuss these behavioral standards with employees. Moreover, it is important for managers to make sure employees understand how the behavioral standards relate to their specific jobs. This author also advocates that behaviors are important because they reflect how an employee goes about getting the job done how the individual supports the team, communicate, mentor others and so forth. (p. 4)

Because of the significance of behavior there was more to success or failure than whether results were achieved. Success is not always positive nor failure always negative. This concept of performance leads to the conclusion that when rewarding the performance of individuals and teams a number of factors have to be considered including both outputs (results) and inputs (behavior).

There may be employees who may achieve exceptional results but are extremely difficult to work with, unhelpful or exhibit maladaptive behaviors at work. Because such behaviors can be extremely disruptive, behavior is important to consider in most work situations.

On the other hand, an employee can be extremely helpful, considerate and interpersonally effective, yet never achieve any important results.

2.5.1.2 Results Expectations

“The result approach focuses on managing the objective, measurable results of a job or work group. This approach assumes that subjectivity can be eliminated from the measurement process and that results are the closest indicator of one’s contribution to organizational effectiveness.” (Patten, 1982 as cited in Neo, 2015, p. 369) According to Pulakos (2004), the results or goals to be achieved by employees should be tied to the organization’s strategy and goals. The employee’s development needs should also be taken into account in the goal setting process. Development goals can be targeted either to improve current job performance or preparing for career advancement. (P.5)

There is a strong body of research which supports the theory that the setting of goals leads to the overall performance improvement of the employees concerned. Locke (1968) and Locke *et al.* (1989) provided evidence that virtually any type of action that is able to be measured and controlled can be improved as long as the goal is accepted by the individual and the goal relates to the performance criteria being used. Moreover, realistic, hard, specific goals produce better performance than easy goals or no goals at all. (As cited in Stredwick, 2005, p. 296) Similarly, Pulakos (2004) advocates that, “very difficult (but attainable) goals lead to more effective performance outcomes than moderately difficult goals” (p. 6).

Objectives or goals describe something that has to be accomplished. Objectives setting that result in an agreement on what the role holder has to achieve is an important part of the performance management processes of defining and managing expectations and forms the point of reference for performance reviews.

Many organizations use the following SMART mnemonic to summarize the criteria for objectives:

S = **Specific**—clear, unambiguous, straightforward, understandable and challenging.

M = **Measurable** – quantity, quality, time, money.

A = **Achievable** – challenging but within the reach of a competent and committed person.

R = **Relevant** – relevant to the objectives of the organization so that the goal of the individual is aligned to corporate goals.

T = **Time framed** – to be completed within an agreed timescale.

Guidelines for Establishing Effective Performance Goals

The following are list of guidelines that are important for establishing effective goals as it is indicated by Locke, E. A., & Latham, G. P. (1990).

- Goals must clearly define the end results to be accomplished
- To the extent possible, goals should have a direct and obvious link to organizational success factors or goals.
- Goals should be difficult, but achievable, to motivate performance.
- Goals should be set in no more than three areas - attempting to achieve too many different goals at once will impede success.

2.5.1.3 Personal Development Planning

A personal development plan provides a learning action plan for which individuals are responsible with the support of their managers and the organization. It may include formal training but, more importantly, it will incorporate a wider set of learning and development activities such as self-managed learning, coaching, mentoring, project work, job enlargement and job enrichment. If multi-source assessment (360-degree feedback) is practiced in the organization this will be used to discuss development needs.

The development plan records the actions agreed to improve performance and to develop knowledge, skills and capabilities. It is likely to focus on development in the current job to improve the ability to perform it well and also, importantly, to enable individuals to take on wider responsibilities, extending their capacity to undertake a broader role. This plan therefore contributes to the achievement of a policy of continuous development that is predicated on the belief that everyone is capable of learning more and doing better in their jobs. The plan will also contribute to enhancing the potential of individuals to carry out higher level jobs. (Armstrong, 2009, p. 624-625)

2.5.2 Ongoing Feedback

During the performance planning process, both behavioral and results expectations should have been set. Performance in both of these areas should be discussed and feedback provided on an ongoing basis throughout the rating period. In addition to providing feedback whenever exceptional or ineffective performance is observed, providing periodic feedback about day-to-day accomplishments and contributions is also very valuable.

However, according to Pulakos (2004), this does not happen to the extent that it should in organizations because many managers are not skilled in providing feedback. She also argued that, managers frequently avoid providing feedback

because they do not know how to deliver it productively in ways that will minimize employee defensiveness. (p. 7).

For the feedback process to work well, Cederblom, D. (1982) advocated that “there must be a two way communication process and a joint responsibility of managers and employees, not just the managers. This requires training both managers and employees about their roles and responsibilities in the performance feedback process. Managers’ responsibilities include providing feedback in a constructive, candid and timely manner. Employees’ responsibilities include seeking feedback to ensure they understand how they are performing and reacting well to the feedback they receive. (cited in Pulakos, 2004, p. 7)

According to Wexley, K. N. (1986), “for feedback to have the most value, it needs to be given in close proximity to the event” (as cited in Pulakos, 2004, p.7). It does not help employees to receive feedback nine months after something has happened. Ongoing feedback can be informal and should occur as part of the daily work routine.

The following are list of helpful guidelines for providing effective feedback as indicated by Wexley, K. N. (1986).

- Provide immediate positive and developmental feedback in a private location.
- Ask for the employee’s view about what could have been done differently.
- Be specific about what behaviors were effective or ineffective.
- Focus on what the person did or didn’t do, not personal characteristics.
- Offer help & collaboratively plan steps to address development needs.

2.5.3 Employees’ Input

Employee input has been used effectively in many organizations. It sometimes takes the form of asking employees to provide self-ratings on performance

standards, which are then compared with the manager's ratings and discussed. However, this type of process and discussion can lead to increased defensiveness, disagreements and bad feelings between employees and managers, if managers ultimately rate employees less effectively than they have rated themselves. According to Pulakos (2004), an alternative way of collecting employee input is to ask employees to prepare statements of their key results or most meritorious accomplishments at the end of the rating period (p. 8).

Employee input has a number of positive results. First, it involves employees in the process, enhancing ownership and acceptance. Second, it reminds managers about the results employees have delivered and how they were achieved. Third, employee-generated accomplishments can be included in the formal appraisal, decreasing managers' writing requirements. Fourth, employee input increases communication and understanding.

Managers and employees usually review and discuss the accomplishments before they become part of the appraisal, resulting in fewer disconnects between the manager's and the employee's views of the employee's contributions. Finally, employee accomplishments can be retained and used as input for pay or promotion decisions.

Guidelines for Writing Employee Accomplishments

- Include the situation or circumstances faced by the employee.
- Describe what specific actions the employee took to achieve results.
- Describe the impact of the accomplishment on the work unit or organization.

According to Hough, L. M., Keyes, M. A., & Dunnette, M. D. (1983), "employee accomplishments are effective predictors of how successfully employees will perform at higher job levels, and they thus provide useful input for promotion decisions".

2.5.4 Performance Evaluation

2.5.4.1 Evaluating Behaviors

According to Pulakos (2004), “Organizations usually identify between five and 10 key competencies that are linked to their strategic objectives and critical success factors”. An important practical question is how many competencies need to be separately evaluated? A reasonable number of competencies should be selected to capture the most important aspects of performance. Related competencies can be combined into larger competency factors. (p. 10)

According to Gilliland, S. W., & Langdon, J. C. (1998), “the primary advantages of defining competencies in terms of behavioral performance standards are (1) to help employees understand what is expected of them and (2) to provide uniform standards those managers can apply in evaluating employees, thereby increasing consistency, transparency and fairness”.

Borman, W. C. (1991) advocates the use of performance standards because without them it is difficult to calibrate evaluations from different managers. If a scale is used, for example, that measures whether an employee “meets expectations” without articulating exactly what those expectations are, some managers will inevitably expect more than others. The result is that employees holding the same job at the same level may be held to different standards, which is unfair. Similarly, a scale that asks managers to rate employees from “ineffective” to “highly effective” suffers the same problem. Thus, the inclusion of performance standards to guide ratings is considered best practice in developing an effective PMS. (as cited in Pulakos, 2004, p.12)

2.5.4.2 Evaluating Results

According to Borman, W. C. (1991), a critical issue faced by organizations is how to measure and evaluate results. Some results can be evaluated by tracking various *objective* indicators of performance, such as dollar volume of sales, profitability and amount of product produced. While objective indicators

of performance can be useful, there are two potential problems with them. The first is that such measures can be affected by differences in opportunities that are available to different employees. For example, one employee may have more modern equipment than another and thus be able to produce a higher volume of product, irrespective of how hard either individual works. A similar example is that one employee may have sales territory in Wyoming and another in New York City.

Certainly, based on the volume and proximity of potential customers, the individual in New York will have more opportunities to make sales than the one in Wyoming. Another issue with objective measures of performance is ensuring the accuracy of the metrics collected and putting systems in place to track those of interest for performance evaluation.

2.5.5 Performance Review

The most common practice has traditionally been to have one annual review, which was the practice of 44 percent of the respondents to the 2008 IRS survey (Wolff, 2008).

But twice- yearly reviews are becoming more common (39% of the IRS respondents). These reviews lead directly into the conclusion of a performance agreement (at the same meeting or later). It can be argued that formal reviews are unnecessary and that it is better to conduct informal reviews as part of normal good management practice to be carried out as and when required. Such informal reviews are valuable as part of the continuing process of performance management. But there is everything to be said for an annual or half-yearly review that sums up the conclusions reached at earlier reviews and provides a firm foundation for a new performance agreement and a framework for reviewing performance informally, whenever appropriate. (Armstrong, 2009, p. 626) According to Wexley (1986), during this meeting, managers should discuss with employees their ratings, narratives and rationale for the evaluation given (as cited on Pulakos, 2004, p. 19)

2.6 Empirical review

The study done by Megha and Paresh (2013) showed that “more than half of the employees (54%) felt that their company's performance management system was not effective”. This perception is likely to de-motivate employees, creating feelings of anguish or frustration that negatively affect their performance, which ultimately defeats the whole purpose of designing and setting up an effective system in the first place.

According to the research conducted by Gotore (2011) at XYZ Corporation, “59% of all respondents felt that management did not listen to employee concerns on PMS. The same view was shared by management respondents with 77% disagreeing (*sic*) to the statement that management listened, give attention and responded satisfactorily in a manner that showed genuine concern during the PMS implementation”(p.60). This finding reveals the reluctance of the management in taking employees input. The company lacks a two way communication.

On the other hand, a research conducted by Melat (2014) at Ethiopian management institute revealed the following points:

- Employees did not have a chance to jointly agree on the standards of performance measures with their supervisors which help them to know with what rate they are going to be assessed.
- Employees replied that there is limited participation of employees in performance planning which leads to negative attitude for the setted (*sic*) plan.
- There is no room for employees to set an individual development plan in consultation with their supervisors.

- In the performance assessment process due to different reasons there is a high level of bias from supervisors while rating employee's performance which will affect the actual performance of an employee. (Melat, 2014, p.63-64) This kind of problem usually happened, when organizations doesn't put in place proper data tracking system.

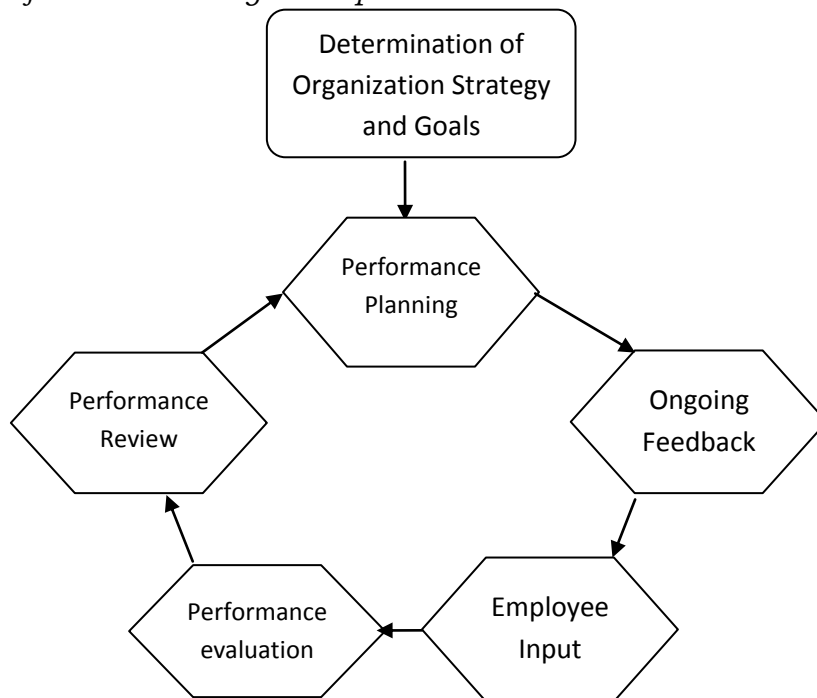
A survey by Watson Wyatt (2004) showed that “only three out of ten workers agree that their company's performance management system helps improve performance. Less than 40% of employees said their systems established clear performance goals, generated honest feedback or used technology to streamline the process.”

The above research findings showed us that employees' performance management system suffers flaws in many organizations, with employees and managers regularly bemoaning their ineffectiveness.

2.7 Typical performance management process

Here below is a typical conceptual framework of performance management process which is adapted from Pulakos (2004, page 4).

Fig.1. *Typical performance management process*



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

Descriptive and inferential research design method was used to meet the research objectives. Quantitative and qualitative data were collected for analysis and the finding is clearly described.

3.2 Sampling Method

The major objective of this research is to assess employees' performance management system practice in city branches of CBE, under West Addis Ababa District. The target group of population was all clerical employees who are working in and their performance was being measured under the stated districts and managers and CSMs who are measuring the performance of employees under their supervision.

Under the district, there are 68 city branches with different grades. The total employees working and their performance were being measured in branches under this district are 1640.

The researcher classified the target population based on the branches grade into four strata randomly from Grade I to Grade IV branches. Since the level of feedback given to each employee might be affected by the width of the span of control i.e., the number of employees that a manager coach vary from each grade level branches. The higher the branches grade, the wider will be the span of control.

Hence, to draw representative sample of the population, stratified random sampling method was employed. A sample employee was drawn randomly for each branch grade level.

3.3 Sample Size Determination

The sample size was determined at 95% of confidence level and 5% margin of error for 1640 target population. From the total population of city branches of CBE under West Addis Ababa district, the researcher selected about 312 employees using stratified random sampling technique. The sample size was determined by Raosoft, Inc. calculator.

3.4 Source of Data and Data collection technique

3.4.1 Data source

The researcher used both primary and secondary data to assess employees' PMS in city branches of CBE –WAAD.

Secondary data sources such as literatures, scholars' research, relevant websites and the company's performance management guideline has been used. Primary data sources were employees and management of city branches of CBE – WAAD.

3.4.2 Data collection technique

To collect primary data, open ended and close ended questionnaire were used. The preferred instrument for primary data collection instrument is a self administrated questionnaire because it provides relatively simple and strait forward answer as to how the implementation of PMS looks like in city branches of CBE under WAAD. It also allows respondents relative freedom and it is efficient in providing large amounts of data at relatively lower cost in a short period.

The questionnaire was developed by using five point Likert scale with 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree choices. It was distributed for respondents which were serving the bank more than a year in order to get reasonable response.

Assessment of implementation of PMS practice in city branches of CBE - WAAD

In addition to closed ended questionnaire, open ended questionnaire was used to assess the managerial level respondent view on PMS practice at their end.

3.5 Method of Data Presentation and Analysis

Table was used to present briefly and show the condensed picture of the data. In an attempt to analyze the data, descriptive statistics such as frequency error and percentage was employed using SPSS.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The main objective of this study is to assess the implementation of performance management system in CBE-WAAD city branches. The following data were used to assess the bank performance management system. Data was collection through questionnaire. Two types of questionnaires were prepared to collect the needed information one for all employees and the other for managers and customer service managers. Below the data analysis of employee's response will be present.

4.2 Respondents profile

4.2.1 Questionnaire respondent's profile

The following table 4.1 is summarizing the profile of respondents who are filled and returned the questionnaire. Distribution of respondents profile is taking based on gender, age, educational status, service year and job category.

Table 4.2.1 Respondents Profile

Items		Frequency	Valid Percent	Cumulative Percent
Gender	Male	207	66.3	66.3
	Female	105	33.7	100
	Total	312	100	
Age	21-29	238	76.3	76.3
	30-39	59	18.9	95.2
	40-49	11	3.5	98.7
	>50	4	1.3	100
	Total	312	100	
Educational status	Certificate	0	0	0
	Diploma	17	5.4	5.4
	BA/BSC	268	85.9	91.3
	Masters	27	8.7	100
	Total	312	100	

Experience	< 2 years	62	19.9	19.9
	2-5 years	158	50.6	70.5
	5 -10 years	60	19.2	89.7
	>=10 years	32	10.3	100
	Total	312	100	
Position / Job category	Managerial	39	19.9	19.9
	Professional	244	78.2	90.7
	Other support staff	29	10.3	100
	Total	312	100	

The distribution based on Gender, out of 312 respondents, 207 (66.3%) are male and the rest 105 (33.7%) are female. It indicates that the majority of respondents are males.

Regarding the distribution of respondents based on age category, 236 (76.3%) of respondents are between the range of 21 – 29, 59 (18.9%) between the range of 30 – 39, 11 (3.5%), and the rest 4 (1.3%) respondents fall above the age of 50 respectively.

When the researcher trying to look at the education status of respondents, 17 (5.4%) are diploma, 268 (85.9%) BA/BSC Degree and the rest 27 (8.7%) are Masters Degree holders.

Respect to service years of respondents the researcher tries to divide the range in to five groups as indicated here. The respondents fall under the following service year range. Out of 312 respondents 62 (19.9%) are below 2 years, 158 (50.6%) are between 2 – 5 years, 60 respondents (19.2%) are between 5 – 10 years and the rest 32 respondents fall above 10 years of service year in CBE.

Finally job category is used to describe respondents profile as follows. Managerial staff 39 (12.5%), professional 244 (78.2%), and other support staffs are 29 (9.3%) respectively.

4.3. Performance Planning

The following table shows the performance planning practice of CBE. It test out whether the target given for employees were Specific, Measurable, Achievable, Relevant and Time bounded.

Table 4.3. Performance Planning

Items		Frequency	Percent	Cumulative percent
My objectives are specific	Strongly Disagree	7	2.2	2.2
	Disagree	29	9.3	11.5
	Neutral	36	11.5	23.1
	Agree	156	50.0	73.1
	Strongly Agree	84	26.9	100.0
My objectives are measurable	Strongly Disagree	11	3.5	3.5
	Disagree	21	6.7	10.3
	Neutral	55	17.6	27.9
	Agree	198	63.5	91.3
	Strongly Agree	27	8.7	100.0
My objectives are achievable	Strongly Disagree	8	2.6	2.6
	Disagree	13	4.2	6.7
	Neutral	36	11.5	18.3
	Agree	167	53.5	71.8
	Strongly Agree	88	28.2	100.0
My objectives are relevant (It is aligned with the strategic objective of my business process and the organization)	Strongly Disagree	2	0.60	0.60
	Disagree	23	7.4	8.0
	Neutral	64	20.5	28.5
	Agree	147	47.1	75.6
	Strongly Agree	76	24.4	100.0
My objectives are time bounded	Strongly Disagree	4	1.3	1.3
	Disagree	14	4.5	5.8
	Neutral	29	9.3	15.1
	Agree	132	42.3	57.4
	Strongly Agree	133	42.6	100.0

4.3.1 Specific Objectives

As stated in different literatures, for best achievement of organizational goal, employees' objective should be clear, unambiguous, straightforward and understandable. In addition to this, define specific target on the agreement have positive or negative impact on the performance measurement and evaluation.

Table 4.3 represent the response of respondents to check the performance planning process have SMART feature or not. When we see the objective given for employees are specific, 7 (2.2%) respondents are strongly disagree, 29 (9.3%) respondents disagree, 36 (11.5%) respondents are neutral, the rest 156 (50%) and 84 (26.9%) are agree and strongly agree on their objectives are specific. So that the major respondents are believe their objectives are specific.

Even though most of respondents believe that the employees target is specific on the signed performance agreement, as indicated in managers and CSMs' response in open questionnaires, employees may not always work the specific task as per their signed performance agreement contract due to shortage of man power and some other reasons like different campaign jobs in branches. Managers used to rotate employees in different job, for which employees will not measure, other than their signed agreement and assigned job within a single rating period. Most of the time this kind of rotation happened due to employees transfers to other organ or branch, promotion or demotion, to fill the gap of service due to employees' absence on different reasons in the middle of the rating period.

4.3.2 Measurable Objectives

Setting measurable objective is important in performance management agreement. It helps to avoid subjectivity of supervisors on the evaluation phase to measure whether employees achieve their given targets or not.

Table 4.3 shows that the response of respondents whether their objectives are measurable or not. Accordingly, from whole respondents, 11 (3.5%) strongly disagree, 21 (6.7%) disagree, 55 (17.6%) neutral, 198 (63.5%) and 27 (8.7%) respondents are agree and strongly agree on the measurability of their objectives. This shows that most of respondents agree on the measurability of their objectives.

4.3.3 Achievable Objectives

Concept of self-efficiency in cognitive theory of Bandura (1986) states that “when employees belief whether they can or cannot do powerfully impacts on their performance. Developing and strengthening positive self-belief in employees is, therefore, an important performance management objective.” Pulakos (2004) indicate that when there is very difficult but attainable goals lead to more effective performance outcomes than moderately difficult goals.

When we see the response of respondents if their targets/objectives are achievable or not, 8 (2.6%) and 13 (4.2%) of respondents are said strongly disagree and disagree respectively, 36 (11.5%) are neutral, 167 (53.5%) and 88 (28.2%) are agree and strongly agree on their objectives are achievable.

Managers and CSMs states even though some targets are seem to be unattainable due to stretched plan of CBE (like deposit and FCY mobilization plan) all employees strive to achieve the given target as expected. But still it may not be achievable target.

4.3.4 Relevant Objectives

The respondents respond on the relevance of their objectives as follows; 2 (0.6%) strongly disagree, 23 (7.4%) disagree, 64 (20.5%) neutral, 147 (47.1%) and 76 (24.4%) are said agree and strongly agree. This implies that most of respondents are agree on the relevance feature of their objectives.

From the open questionnaire collected from managers and CSMs, they all agree the relevance of objectives of employee target with their process unit and bank wise objectives.

4.3.5 Time bounded Objectives

The final feature of objective is time bounded. Different literatures state that in order to evaluate achievement, the objectives or targets must be time bounded. Here is the respondents' response on this feature of their objective. 4 (1.3%) strongly disagree, 14 (4.5%) disagree, 29 (9.3%) are neutral, 132 (42.3%) and 133 (42.6%) agree and strongly agree.

When the response given by managers and CSMs is analyzed, most of them agree with the above decision. But some of them argue by raise the annually cascaded plan and continuous process to achieve the target. Due to different reasons there will be unaccomplished objectives in a single quarter and can be transfer to the next quarter. Therefore, they believe the evaluation is not time bounded due to the above fact.

From the above response of respondents we can see most of respondents are agree on the SMART feature of their plan on aggregate response value of 36 (11.5%) are said their objective is not specific, 36 (11.5%) are neutral and 240 (77%) said their objectives are specific. When we look at the measurability of the objective of employees, 32 (10.2%) said their objectives are not measurable, 55 (17.6%) are neutral and the rest 255 (72.2%) are said their objectives are measurable. 21 (6.8%) of respondents are said their objective is not relevant with their daily task/job, 64 (20.5%) are neutral, and 223 (71.5%) said their objectives are relevant with their day to day task/job. The last feature of objective is time bounded. Only 18 (5.8%) of respondents said that their objective is not time bounded. 29 (9.3%) are neutral and most of respondents, i.e. 265 (84.9%) are agree on their objective are time bounded.

4.4 Performance Agreement

Performance contract agreement is signed between the manager and employees after the goal setting process has been done. It is always performed at the beginning of each rating period. The following table shows the performance agreement practice in city branches of CBE West Addis Ababa District.

Table 4.4.1 Performance Agreement

Items		Frequency	Percent	Cumulative percent
I am clear about my job responsibilities and what is expected from me (behavioral and result expectation)	Strongly Disagree	5	1.6	1.6
	Disagree	17	5.4	7.1
	Neutral	42	13.5	20.5
	Agree	118	37.8	58.3
	Strongly Agree	130	41.7	100.0
In CBE, goal setting is carried out with the discussion between the employee and the supervisor after an agreement has been reached	Strongly Disagree	83	26.6	26.6
	Disagree	132	42.3	68.9
	Neutral	49	15.7	84.6
	Agree	32	10.3	94.9
	Strongly Agree	16	5.1	100.0
While setting a goal, my supervisor clearly tells me the expectation of my performance	Strongly Disagree	5	1.6	1.6
	Disagree	29	9.3	10.9
	Neutral	60	19.2	30.1
	Agree	134	42.9	73.1
	Strongly Agree	84	26.9	100.0
My supervisor and I reached to an agreement about my development plan to enhance my performance	Strongly Disagree	25	8.0	8.0
	Disagree	64	20.5	28.5
	Neutral	127	40.7	69.2
	Agree	85	27.2	96.5
	Strongly Agree	11	3.5	100.0

4.4.1 Clarity of Job Responsibility and Expectation

Before the employees evaluate on his/her performance, the employee should understand what his /her responsibility is and what is expected from him/her. If the employee is not clear about it, he/she cannot perform as expected. From the above table 4.4, we can see the response of respondents as follows. 5 (1.6%) of respondents strongly disagree, 17 (5.4%) disagree, 42 (13.5%) are neutral, 118 (37.8%) and 130 (41.7%) are agree and strongly agree on the clarity of their job responsibility and expectation respectively. It implies most of employees are clearly understood their responsibilities and what are expected from them.

4.4.2 Discussion and Agreement in Goal setting

Many literatures state that when goal/target is setting for employees for performance evaluation purpose, it has to be a discussion between employees and managers and has to be reached in to agreement. After an agreement is reached, then the performance agreement contract can be signed. In the above table, 83 (26.6%) of respondents are strongly disagree, 132 (42.3%) of respondents disagree, 49 (26.6%) of respondents are neutral, 32 (10.3%) and 16 (5.1%) of respondents said agree and strongly agree when they asked if there is discussion and agreement in goal setting. Therefore, it can be say that most of employees are agree on managers do not discuss and reached in to agreement with their employees before target is setting for them.

From the open questionnaires collected from the managers and CSMs, the discussion and agreement on goal setting is not done due to the top to down plan/target setting for branches. The guideline also put target setting criteria and they only follow that guideline to set targets for employees by referring the branch target set by Districts.

4.4.3 Clear Communication/Explanation of Performance Expectation

Item number 3 in table 4.4, shows the employees' response about whether their supervisors provide clear information on expectation from their subordinate staff performance or not. As per the response of respondents, 5 (1.6%) are strongly disagree, 29 (9.3%) disagree, 60 (19.2%) neutral, 134 (42.9%) and 84 (26.9%) of respondents said agree and strongly disagree on the clarity of their job responsibilities and performance expectation. From the above result, we can say most of employees 218 (69.8%) are getting clear information about what is expected from their performance.

4.4.4 Agreement on Personal Development Plan

From table 4.4 item number 4, the respondent asked whether they reached into an agreement with their managers on their personal development plan to enhance their performance. From the above response 25 (8%) of respondents strongly disagree, 64 (20.7%) disagree, 127 (40.7%) are neutral, 85 (27.2%) and 11 (3.5%) are agree and strongly agree on employees and their supervisors reached to an agreement about their development plan to enhance their performance. But most of them believe that their supervisors does not discuss and reached into agreement on their development plan.

4.5 Provision of Feedback

Control theory, stated on Armstrong, 2009, focuses attention on feedback as a means of shaping behavior. As people receive feedback on their behavior they appreciate the discrepancy between what they are doing and what they are expected to do and take corrective action to overcome the discrepancy. Feedback is recognized as a crucial part of performance management processes.

In this section the student researcher try to find out whether the feedback is given timely, in private, positively to improve performance, given by skilled

supervisor and the employees' attitude about feedback in City branches of CBE under West Addis Ababa District.

Table 4.5 Provision of feedback

Items		Frequency	Percent	Cumulative percent
My supervisor provides me positive and developmental feedback about my performance progress	Strongly Disagree	17	5.4	5.4
	Disagree	48	15.4	20.8
	Neutral	53	17.0	37.8
	Agree	118	37.8	75.6
	Strongly Agree	76	24.4	100.0
My supervisor provides me timely feedback.	Strongly Disagree	10	3.2	3.2
	Disagree	31	9.9	13.1
	Neutral	66	21.2	34.3
	Agree	149	47.8	82.1
	Strongly Agree	56	17.9	100.0
My supervisor provides me feedback in private	Strongly Disagree	13	4.2	4.2
	Disagree	28	9.0	13.1
	Neutral	83	26.6	39.7
	Agree	143	45.8	85.6
	Strongly Agree	45	14.4	100.0
My supervisor's feedback helped me to improve my performance	Strongly Disagree	22	7.1	7.1
	Disagree	60	19.2	26.3
	Neutral	87	27.9	54.2
	Agree	90	28.8	83.0
	Strongly Agree	53	17.0	100.0
My supervisor is skilled in providing constructive feedback	Strongly Disagree	15	4.8	4.8
	Disagree	56	17.9	22.8
	Neutral	92	29.5	52.2
	Agree	110	35.3	87.5
	Strongly Agree	39	12.5	100.0
I have positive attitude for feedback. It is important for my performance improvement	Strongly Disagree	5	1.6	1.6
	Disagree	12	3.8	5.4
	Neutral	35	11.2	16.7
	Agree	117	37.5	54.2
	Strongly Agree	143	45.8	100.0

4.5.1 Provision of Positive feedback

According to table 4.5 item number 1, employees response on their reflection about getting positive and developmental feedback about their performance from their supervisor. 17(5.4%) of respondents strongly disagree, 48 (15.4%) disagree, 53 (17%) are neutral, 118 (37.8%) and 76 (24.4%) of respondents are agree and strongly agree respectively.

From the above result, we can conclude that most of employees agree on their supervisors provide positive and developmental feedback for them to improve their performance.

4.5.2 Provision of Timely feedback

The above table 4.5 item number 2 shows that the response about provision of timely feedback. From 312 respondents 10 (3.2%) of them strongly disagree, 31 (9.9%) disagree, 66 (21.6%) neutral, 149 (47.8%) and 56 (17.9%) are agree and strongly agree respectively.

From this result we can understand most of managers give timely feedback for their employees in order to improve employees performance and as well as to increase achievement of target.

4.5.3 Provision of Private feedback

In order to protect employees' dissatisfaction and increase confidentiality on their discussion, feedback should be given privately. In the above table item number 3, respondents have been asked about their experience on feedback process to check whether their supervisor provides feedback for his/her employees privately or not. Their response was 13 (4.2%) of them are strongly disagree, 28 (9%) disagree, 83 (26.6%) neutral, 143 (45.8%) agree and 45 (14.4%) said strongly agree. Therefore, since most of the respondents (60.2%) are agree on this issue, we can say that managers provide feedback for their employees privately.

The data collected from the managers and CSMs indicate that the office outlay is not convenience due to open layout of branches; managers do not have separate office to provide feedback privately, specially grade I and II branches. In order to resolve the stated problem and give feedback privately, they try to use rooms other than their office like stationary rooms or achieves for this kind of discussion.

4.5.4 Feedback helps to improve employees' performance

The positive impact of feedback in a performance management is improving employees' performance. Here respondents from the above table 4.5 item number 4 shows that 22 (7.1%) strongly disagree, 60 (19.2%) disagree, 87 (27.9%) neutral, 90 (28.8) agree and 53 (17%) are said strongly agree on the feedback given from their supervisors helped them to improve their performance. Since more than 54.2% are not agree, i.e. 26.3% of them disagree and 27.9% are neutral, it is difficult to say all employees have positive thought about the positive impact of feedback.

4.5.5 Supervisors skill in feedback provision

Managers frequently avoid providing feedback because they do not know how to deliver it productively in ways that will minimize the employee defensiveness (Pulakos, 2004).

Table 4.5, item number 5 presents respondents replay about their managers' skill in providing constructive feedback in CBE. Accordingly, their response is as follows. 15 (4.8%) of respondents said strongly disagree, 56 (17.0%) disagree, 92 (27.5%) neutral, 110 (35.3%) agree and 39 (12.5%) said strongly agree and said their supervisors are skilled in provision of feedback. From the result we can say above half of respondents (22.7% disagree and 29.5% neutral) have doubt on their supervisors skill in feedback provision process.

4.5.6 Employees attitude towards feedback

As can be seen from the table 4.5, respondents were asked whether they have positive attitude about feedback and its importance to their performance improvement. According to their response, 5 (1.6%) of them said strongly disagree, 12 (3.8%) disagree, 35 (11.2%) neutral, 117 (37.5%) agree and 143 (45.8%) said strongly agree and state that they have a positive attitude towards feedback.

4.6 Performance Evaluation and Review

In this part the researcher tries to assess whether the final stage of performance management system practice in city branches of CBE under West Addis Ababa District is properly done or not. The employees' actual data tracking process, performance evaluation and performance review process will be assessed.

Table 4.6 Data tracking, Performance evaluation and review practice

Items		Frequency	Percent	Cumulative percent
Proper data tracking format to record employees performance in CBE	Strongly Disagree	41	13.1	13.1
	Disagree	49	15.7	28.8
	Neutral	66	21.2	50.0
	Agree	101	32.4	82.4
	Strongly Agree	55	17.6	100.0
My supervisor uses those formats to track my daily performance to use it for performance evaluation	Strongly Disagree	25	8.0	8.0
	Disagree	38	12.2	20.2
	Neutral	74	23.7	43.9
	Agree	111	35.6	79.5
	Strongly Agree	64	20.5	100.0
After evaluation, I always discuss with my supervisor to review my performance	Strongly Disagree	24	7.7	7.7
	Disagree	48	15.4	23.1
	Neutral	65	20.8	43.9
	Agree	117	37.5	81.4
	Strongly Agree	58	18.6	100.0

Performance review meeting is being held regarding the overall performance of employees and the organization at the end of each rating period	Strongly Disagree	21	6.7	6.7
	Disagree	40	12.8	19.6
	Neutral	68	21.8	41.3
	Agree	122	39.1	80.4
	Strongly Agree	61	19.6	100.0
During review meeting, managers discuss with employees their rating, narratives and rationale for the given evaluation	Strongly Disagree	9	2.9	2.9
	Disagree	35	11.2	14.1
	Neutral	58	18.6	32.7
	Agree	139	44.6	77.2
	Strongly Agree	71	22.8	100.0

4.6.1 Proper Data tracking format

As we all know in order to evaluate employees performance, there must have a proper collected data for the rating period. Without proper data collection, it is difficult to evaluate employees' performance. In the above table, we can see the respondents response for the question if there is a proper data tracking format to record employees performance in CBE or not.

Accordingly, the respondents answer as follows. 41 (13.1%) of them said strongly disagree, 49 (15.7%) disagree, 66 (21.2%) neutral, 101 (32.4%) of them agree and 55 (17.6%) of them are strongly agree and said that there are a proper data tracking format to record employees performance in CBE. Since only 50% of respondents agree on the issue, it implies not all employees believe that there is a proper data tracking format in CBE to track employees' performance.

From open questionnaires collected from managers and CSMs, all are agreed on the data tracking format is available but it is manual and the data recorded by taking day to day transaction from the system manually. Since the system is manual, it is inefficient for proper day to day performance data tracking purpose.

4.6.2 Usage of data tracking format

The above table 4.6 item 2 shows that the response of respondents when they asked if their managers use proper formats to track their daily performance and use it for evaluation purpose or not. The response of employees in this regard is 25 (8%) strongly disagree, 38 (12.2%) disagree, 74 (23.7%) neutral 111 (35.6%) agree and 64 (20.5%) are said strongly agree. Since most of the respondents (56.1%) agree, we can say managers use those data tracking formats to track their employees' daily performance and use it for performance evaluation purpose.

From response of managers and CSMs, the inefficiency of data tracking system may lead to error and bias since it is tracked manually. Sometimes the missed record may result negative impact on performance evaluation process.

The other raised issue regarding with performance evaluation is about staffs who are transfer to other organ or branch. When they transfer, they are evaluated at the branch which is they are working more than 1 and half month. The bank does not have a guideline how to treat the performance evaluation for this kind of movement of employees.

4.6.3 Discussion with employees to review their performance

The response of respondents on the question of discussion with supervisors on their performance evaluation review is 24 (7.7%) strongly disagree, 48 (15.4%) disagree, 65 (20.8%) neutral, 117 (37.5%) agree and 58 (18.6%) said strongly agree. But since 56.1% of respondents agree, we can say managers have discussion meetings with their employees to review their performance for the rating period.

4.6.4 Conducted performance review meeting in each rating period

Performance review is the last phase of performance measurement process by which managers undertake performance review meeting with their employees about employees and organizational performance.

Responses from the above table shows that the response of respondents about performance review meeting held regarding overall employees and organizational performance at the end of each rating period are 21 (6.7%) strongly disagree, 40 (12.8%) disagree, 68 (21.8%) neutral, 122 (39.1%) agree and 61 (19.6%) are said strongly agree. With this result, we can say that there is performance review meeting practice in CBE.

4.6.5 Discussion of the Rating and Rational for the evaluation

As can be seen for the above table 4.6, respondents were asked whether managers arrange discussion with employees about their ratings, narratives and rationale for the evaluation given during performance review meeting. Accordingly, the response is 9 (2.9%) strongly disagree, 35 (11.2%) disagree, 58 (18.6%) neutral, 139 (44.6%) agree and the rest 71 (22.8%) said strongly agree. Since most of respondents agree in this subject, the researcher can say that the managers discuss with employees about the stated issues.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

Based on the result of this study, the under listed conclusions and findings are drawn and recommendation given as follows.

5.1 Summary

Based on the data analysis information, the following findings are summarized as follows.

5.1.1 Performance planning

- ☞ Employees' targets are specific since 76.9% of respondents are agreed. However, employees may not always work the specific task as their signed performance agreement contract due to shortage of man power and some other reasons like temporary jobs assignment in branches. Managers used to rotate employees and assign in different job, for which employees will not measure, other than their signed agreement and assigned job within a single rating period. The bank has not guideline to treat this kind of employees' movement during a single rating period.
- ☞ The targets given for employees should be measurable to evaluate actual performance against expected performance. In this regard, employees' target is measurable since most of respondents (72.2%)are agreed.
- ☞ Concept of self-efficiency in cognitive theory of Bandura (1986) states that "when employees belief whether they can or cannot do powerfully impacts on their performance. In this regard, employees believe that their targets are achievable at a response rate of 81.7%. However, there are some targets (like deposit and FCY mobilization plan) may not be achievable target for some branches.
- ☞ Employees target is relevant with their job and it aligned with the strategic objective of the bank with a response rate of 71.5%

☞ Different literatures state that in order to evaluate achievement, the objectives or targets must be time bounded. Target is given for employees in each quarter. Unaccomplished targets will be added to the next quarter target. However, it is limited to only in one fiscal year. Therefore, the targets given for employees are time bounded with a rate of 84.9%.

5.1.2 Performance agreement

☞ Employees are clear about their responsibilities and the expectation of their performance both behaviorally and result expectation at the response rate of 79.5%. However, unlike result expectation, behavioral expectation measure annually at the end of fiscal year.

☞ As per the response of most employees (68.9%), goal setting and personal development plan is not carried out with agreement and discussion between managers and employees. Therefore, most of the employees do not believe that their supervisors discuss and reached into agreement on goal setting and their development plan. Managers set target for employees according to the branch plan and PMS guideline.

☞ Most of respondents (more than 50%) neutral and disagree when they asked if they reached to an agreement about their development plan with their supervisors to enhance their performance.

5.1.3 Provision of feedback

☞ Respondents believe that their managers provide positive feedback at a response rate of 62.2%. But not all employees have similar attitude on the issue.

☞ Timely feedback is delivered by managers at a response rate of 65.7%.

- ☞ Employees believe their managers provide feedback in private for them even though the office outlay is not favorable with a response rate of 60.2%.
- ☞ Most of employees (54.2%) do not believe their manager's feedback helped employees to improve their performance but not all the respondents do have a similar attitude on their performance improvement due to their managers' feedback.
- ☞ Only 47.8% of respondents agree on their managers' skill in providing constructive feedback.
- ☞ 83.3% of employees have positive attitude towards provision feedback helps to improve their performance.

5.1.4 Data tracking and performance evaluation and review practice

- ☞ The bank has proper data tracking format at a mean value. However, the data tracking system is manual and difficult to track every performance data and may lead to error and bias.
- ☞ 56.1% of respondents said their managers use those data tracking formats to track their employees' daily performance and use it for performance evaluation purpose.
- ☞ 56.1% of respondents said managers always have discussion meetings with their employees to review their performance for the rating period.
- ☞ There is performance review meeting regarding overall employees and organization performance at the end of each rating period with a response rate of 67.4%.

5.2 Major Findings

- ☞ Even if the employees target are specific, sometimes employees may not work on the specific task as their signed performance agreement contract due to shortage of man power and some other reasons like temporary jobs assignment in branches. Managers used to rotate employees and assign in different job, for which employees will not measure, other than their signed agreement and assigned job within a single rating period. The bank has not guideline to treat this kind of employees' movement during a single rating period.
- ☞ Most of the targets given for employees are achievable. However, there are some targets (like deposit and FCY mobilization plan) may not be achievable target for some branches.
- ☞ Employees are clear about their responsibilities and the expectation of their performance both behaviorally and result expectation. However, unlike result expectation, behavioral expectation measure annually at the end of fiscal year.
- ☞ As per the response of most employees, goal setting and personal development plan is not carried out with agreement and discussion between managers and employees. Most of the employees do not believe that their supervisors discuss and reached into agreement on goal setting and their development plan. Managers set target for employees according to the branch plan and PMS guideline.
- ☞ Office outlay to provide private feedback especially in grade I and II branches are not convenient and makes difficult the provision of private feedback.

- ☞ Most of employees do not believe their supervisors have proper skill to provide constructive feedback for their employees.

- ☞ Even though there is a formal and proper data tracking format, it is manual and difficult to track employees' data appropriately without bias and error.

5.3 Recommendation

On the basis of the above major findings drawn from the study, the following points were recommended for city branches of CBE under West Addis Ababa District to take in to consideration to improve implementation of PMS.

- ☞ Even though the employees target is specific, when there was shortage of man power, managers assign employees on the job that they will not be measured. Therefore, in order to avoid such kind of inconvenience, the bank should work towards immediate replacement of vacant posts by allocating adequate staff or include the new assignment in the measurement. Performance evaluation process is affected when employees transfer other area due to promotion, demotion, or rotated to other job during the middle of the rating period. The bank have to work towards this issue and put clear direction how to treat this kind of employees movement in the middle of the rating period.

- ☞ There are some targets which are not achievable for some branches like deposit and FCY mobilization plan. Therefore, the bank should look in depth the potential of the market in which the branches are working during the target given for them.

- ☞ Since behavioral expectation is critical for service organization like banks, the bank should give due attention in evaluating employees

behavior at least semi-annually rather than annually. It is important to improve how an employee goes about getting the job done, how the individual supports the team, communicate, mentor others and so forth.

- ☞ When performance agreement is signed, in addition to branch plan, managers should be discussed with the employee about their capacity, ability, past performance of employees and what is expected from each during the rating period and reached in to an agreement on the target given for the rating period before sign the performance contract.
- ☞ In most grade I and II branches providing feedback in private is difficult due to office layout. Managers' office is in open hall with other employees, it make difficult to discuss and give feedback openly and freely for employees. Therefore, the bank should prepare a separate office for managers.
- ☞ Since CSMs are immediate supervisors for all employees they should be trained how to coach and provide timely feedback
- ☞ The bank should automate the data tracking system to avoid errors and bias.

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Addis Ababa University
Faculty of Business and Economics
Department Management

Questionnaire to be filled by: Employees of City branches of CBE under west Addis Ababa district.

Dear Respondents,

The purpose of this questionnaire is to collect primary data for conducting a study on “**Assessment of Performance Management System in City Branches of CBE under West Addis Ababa District**” in partial fulfillment of the award of MBA at Addis Ababa University. In this regard, I kindly request your time to provide me with reliable information, so that the findings of this study would meet the intended outcome. I strongly assure you for the confidential treatment of your responses. I would like to thank your voluntary participation for the success of my research study.

Directions

- No need to write your name,
- If you have any question, please contact me on 0924 53 90 82

Part I – General Information

1. Gender:

- A) Male B) Female

2. Age:

- A) 21-29 B) 30-39 C) 40-49 D) 50 and above

3. Educational status:

- A) Certificate B) College Diploma C) BA /BSC Degree D) Masters E) PHD

4. Years of service in CBE:

- A) Less than 2 years B) 2 to 5 years C) 5 to 10 years D) More 10 years

5. To which category does your position falls?

- A) Managerial B) Professionals C) Other support staff

Part II Performance Planning and Execution

1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree

S.N	List of Questions	1	2	3	4	5
1	Performance planning					
1.1	My objectives are specific					
1.2	My objectives are measurable					
1.3	My objectives are achievable					
1.4	My objectives are relevant. (it is aligned with the strategic objective of mu business process/work unit as well as the organization					
1.5	My objectives are time bounded					
2	Performance Agreement					
2.1	I am clear about what my job responsibilities are and what is expected from me. i.e, both behavioral and result expectations.					
2.2	In CBE goal setting is carried out with the discussion between the employee and the supervisor, after an agreement has been reached.					
2.3	While setting a goal, my supervisor clearly tells me the expectation he/she has from my performance					
2.4	My supervisor and I reached to an agreement about my development plan to enhance my performance					
3	Provision of feedback					
3.1	My supervisor provides me positive and developmental feedback about my performance progress					
3.2	My supervisor provides me timely feedback, in close proximity to the event.					
3.3	My supervisor provides me feedback in private					
3.4	My supervisor's feedback helped me to improve my performance					
3.5	My supervisor is skilled in providing constructive feedback					
3.6	I have positive attitude for feedback. It is important for my performance improvement.					

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4	Performance evaluation				
4.1	There is a proper data tracking format to record employee's performance in CBE.				
4.2	My supervisor uses those formats to track my daily performance so that he/she uses it for performance evaluation				
4.3	After evaluation has been done, I always had discussion meeting with my supervisor to review my performance				
5	Performance review				
5.1	Performance review meeting is being held regarding the overall performance of employees and the organization at the end of each rating period.				
5.2	During performance review meeting, managers discuss with employees their ratings, narratives and rationale for the evaluation given.				

5. Please, write any other points that are not addressed in the questionnaire, if any. _____

Thank you for your cooperation!!

Addis Ababa University
Faculty of Business and Economics
Department Management

Questionnaire to be filled by: Supervisors (Managers and CSMs) of City branches of CBE under west Addis Ababa district

Dear Respondents,

The purpose of this questionnaire is to collect primary data for conducting a study on “**Assessment of Performance Management System in city branches of CBE under west Addis Ababa District**” in partial fulfillment of the award of MBA at Addis Ababa University. In this regard, I kindly request your time to provide me with reliable information, so that the findings of this study would meet the intended outcome. I strongly assure you for the confidential treatment of your responses. I would like to thank your voluntary participation for the success of my research study.

Directions

- No need to write your name,
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Part I – General Information

1. Gender:

- A) Male B) Female

2. Age:

- A) 21-29 B) 30-39 C) 40-49 D) 50 and above

3. Educational status:

- A) Certificate B) College Diploma C) BA /BSC Degree D) Masters E) PHD

4. Years of service in CBE:

- A) Less than 2 years B) 2 to 5 years C) 5 to 10 years D) More 10 years

5. To which category does your position falls?

- A) Managerial B) Professionals C) Other support staff

Open-ended Questions

1. Does the specific job performed by an individual is linked with the strategic objective of the organization?

2. How the performance planning practice looks like? Does it have the SMART elements of the objectives?

3. Before an agreement signed, did you discuss with employees on goal/target setting, explain their responsibility and expectation, and personal development plan of employees under your supervision?

4. Did you give feedback on performance of employees positively, privately, timely?

5. Is the bank's data tracking tool manual or automated? If no, What are the problems encounter in data tracking activity?

6. Do you think the bank's data tracking system is efficient enough to handle the intended evaluation?

Assessment of implementation of PMS practice in city branches of CBE - WAAD

7. Did you have meeting with your employees to review performance rating at the end of each rating period?

8. Please, write any other points that are not addressed in the questionnaire, if any_____

Thank you for your cooperation!!