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**ASSESSMENT OF PERFORMANCE MANAGEMENT PRACTICES IN
MINISTRY OF PUBLIC SERVICE AND HUMAN RESOURCE
DEVELOPMENT**

BY

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**Assessment of Performance Management Practices in Ministry of
Public service and Human resource Development**

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This is to certify that the thesis prepared by Yonas Getachew Wegderes entitled “**Assessment of Performance Management Practices in Ministry of Public Service and Human Resource Development**”, which is submitted in partial fulfillment of the requirements for the Degree of Masters in Public Management and Policy (MPMP), complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The general objective of the study was to assess the performance management practices in MOPSHRD. Based on the objectives The study tried to address the basic questions of how organization's mission, vision and objectives alignment is made between that of the departmental and individual objective, how the performance management planning, execution, participation of employee on performance management planning practice was handled in the MOPSHRD. To answer these questions descriptive research design was applied. The total number of staff at MOPSHRD is 443 and for this study simple random probability sampling technique was used by taking 210 employees to fill in the developed questionnaire. SPSS 23 versions was used to process the primary data. Descriptive statistics method was used for analyzing data obtained from questionnaire and data gathered from interview. In general the finding of the study revealed that organizational objectives were aligned with departmental and individual objective, participation of employee's In the planning of performance management is not across all staff of MOPSHRD, being late support the system with automation, give inflated performance results, lack of linkage of performance with incentive or rewards, of accountability and commitment from leadership side are the major gaps of performance management practices in MOPSHRD. Hence, it has been recommended that the organization should improve its performance management practices of performance planning, performance execution and participation of employees, way of monitoring and support system and create space for openness, transparency and clear communication with all employees in any direction to ensure efficient and effective performance management practices.

Key words: Performance Management, Performance management practice

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List of Abbreviations/Acronyms

HRM- Human Resource management

PMS - Performance Management System

MOPSHRD - Ministry of Public Service and Human Resource Development

ROPMS - Result Oriented Performance Management System

SPSS- Statistical Package for the Social Sciences

CSRP- Civil service reform program

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Performance Management as one of the aspects of HRM is a process of advancing the performance of the organization to the higher expectation by developing the performance of individuals and teams in a systematic way.

Performance management is a means of getting better result from the organizations, teams and individuals by understanding and managing performance within agreed framework of planned goals, standards, and competence requirement (Armstrong, 2009).

It is also a process for ensuring employees focus on their work in ways that contribute to achieving the organization's mission is indispensable for a business organization. An efficient performance management system equips and energizes people to take responsibility for their performance and the accomplishment of superior results. It is a strategic and integrated approach to delivering sustained success to organizations by improving performance of the people who work in them and by developing the capabilities of teams and individuals contributions (Armstrong and Baron, 2000).

Performance management systems influence financial performance, productivity, product or service quality, customer satisfaction, and employee job satisfaction (Aguinis, 2005).

According to James W. Smither (2009) Performance management systems can serve the following six important purposes, Strategic, Administrative Communication, Developmental, Organizational maintenance and Documentation. Performance management includes many other practices besides performance appraisal, like employee performance improvement, performance development, training, cross-training, challenging assignments, career development or coaching.

Performance management system is easy for managers to evaluate and measure individual performance and increase organizational Effectiveness by aligning individual and strategic objective, providing visible and clear performance expectation, documenting individual's performance for future decision and focusing on skill development plan. Having the right performance management system is a concern of every organization because it is an important

gear of any organization to be a front runner in the market by evaluating and developing employee performance in order to get enhanced organizational success.

Civil service in Ethiopia has started dated back with the time of Emperor Menelik, in 1907, when nine ministries were established. Even though, the ministries had taken modern cabinet name, their real essence was not far from traditional archaic and feudalistic nature. Many historians were believed modern civil service was started function during Emperor Hailesilasse era in early 1960, when the civil service legal frame work introduce (MOCS Brochure, 2013)

The first attempt to introduce a merit -based civil service took place during Emperor Haile Sillassie's reign in the early 1960's with the promulgation of the Central Personnel Agency and Public Service Order and Public Service Regulations No.1 in 1961. A decade later in 1972, the Public Service Position Classification and Scale Regulations (No.2) came into effect. These laws and the systems, processes and procedures that were subsequently put in place paved the way to the practice and application of merit principles and to the steady functioning and growth of the Civil Service, albeit for a brief spell of time (Bezabih, 2009).

In February 1974, the Derg, a military regime, ousted the monarchy and established a socialist system of government. During the Dreg's seventeen years of rule, the Civil Service was subjected to increased party politics and ideological pressures and as a result the infant merit system was steadily eroded (Bezabih, 2009).

Following the ascendancy to power of the Ethiopian People's Revolutionary Democratic Front (EPRDF) in May 1991, significant political, economic and administrative developments took place which called for wide ranging institutional reforms. A federal state system was established in 1992, which granted legislative, executive and judicial powers in respect of all matters to regional states (Bezabih, 2009).

A transitional Economic Policy document was issued which ushered in the market-led economy. The 1995 Constitution of the Federal Democratic Republic of Ethiopia (FDRE) further consolidated the new democratic order, defined the parliamentary form of government and the structure and divisions of powers of the organs of state (FDRE Constitution Article 45, 1995)

Civil service institutions were said to have been managed poorly and operating below capacity. To address these problems the Government introduced the Civil Service Reform Program (CSRP) with overall aim of enhancing performance of the civil service. The civil service reform program comprises the following sub program (CSR Roadmap, 2013)

Expenditure Management Sub-program

Top Management System Sub-program

Service Delivery Sub-program

Ethics Sub-program

Human Resource Management Sub-program

One of these sub-programs, Human Resources Management Sub-program includes employee performance management system as one component of the reform area. The existing performance management system is called Result Oriented Performance Management System (ROPMS).

During the process of implementation major problems such as failure to link individual performance management with institutional strategy and performance, non-participatory approach in the development process of the system, taking job descriptions as the basis of performance evaluation, exclusion of cost as performance measurement etc. are observed.

Considering the importance of performance management system in MOPSHRD, the student researcher became interested to assess the practice of performance management in Ministry of Public service and Human Resource Development.

1.2.Statement of the Problem

Performance management is a continuous formal system of managing employees' job performance. If it is properly done, performance management provides feedback to employees that will improve their skill, knowledge and attitude and thus organizations also benefit by ensuring that employees' effort and ability make contribution to organizational success. Organizational performance is the synergetic sum total of the performance of all employees in the organization. Performance Management System depends on the performance of an employee in terms of skill, knowledge and attitude. The more people are developed and able to work toward the strategy, the more they are important to the organization. Performance management system plays an integral role in the employer's performance management process as it translates the strategic goal into individual employee's goals. Performance management is very useful in promoting and rewarding good performance. It is also helpful in identification of performance gaps and addressing issues. But, Failure to managing employee's performance leads to failure of achieving organizational objective. Based on this fact, employee performance has to be closely planned, coached and evaluates to ensure that it is in line with the interest of organizations (Armstrong and Baron, 2000)

Based on assessment of the reviewed of literature there were studies that conducted on the practice of performance management in different countries and in Ethiopia at organizational level. Based on the findings of the study the gap is different among organizations in implementation of performance management because performance management system is not a onetime event, but it is a process and cyclical in nature. The process involves clear identification of vision, mission and goals, implementation of applicable performance management tools, alignment of individual and team objective with corporate strategic objective, development and provision of feedback and coaching, performance appraisal and evaluation, and finally attachment of reward and/or sanction based on the result of evaluation.

There was also an internal and external good governance study which was conducted in 2015. Based on this internal and external good governance study findings (MoCS, 2015). The following are some of gaps identified in this particular organization:-

-) There are gaps related to continue coaching and monitoring among high official with middle managers, middle managers with experts.

-) There are the problems of evaluation of employee's performance based on evidence.
-) There are gaps to provide any necessarily material on time for work.
-) There is no automation system to manage the performance of any work condition.
-) There are Transparency problems on recruitment position, promotion, and performance evaluation working environment condition, job assignment, demotion, job description, transfer, and placement.
-) There is gap of empowerment for middle managers and experts to manage freely their work (MOCS, 2015)

Based on this the researcher have observed that there are gaps in the planning, execution and the assessment of the performance management practice at MOPSHRD. It needs further studies by using descriptive research methods to fill the gap in performance management practice particularly to ministry of public service and human resource development.

1.3. Research Questions

Based on the statement of research problem, the following research questions are formulated.

1. To what extent the organization's mission, vision and objectives are aligned with individual's performance objectives?
2. How adequately is the planned performance management practice executed in the organization?
3. To what extent do employees participate in the performance management process of the organization?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study is to assess the performance management practices in MOPSHRD.

1.4.2. Specific Objectives

- To assess the extent to which organization's mission, vision and objectives are aligned with individual's performance objectives.
- To assess the implementation of planned performance management system in the organization.
- To assess the level of employees' participation in performance management process of the organization.

1.5. Significance of the Study

The study is significant to give feedback to employees, employers, other stakeholders and researchers about the organizations performance management system and practice of the organization. It helps also to improve employees, job performance. Measuring and monitoring the performance management practices will improve the organizational performance by aligning individual goals towards organizational goals.

The study will propose important recommendations and initiates the concerned organization to reassess its existing practices and put a renewed emphasis on this core human resource function

(i.e. performance management system and practices) with a view to maximizing its benefits. Furthermore, the result of the study can be used as a ground for researchers to conduct further study on performance management.

1.6.Scope/Delimitation of the Study

Even though performance management system is applicable in all types of organization regardless of its size, nature and goal, the scope of this study is delimited to only the practice of performance management in Ministry of Public Service and Human Resource Development. From aspect of variable the study is delimited to assess the practice of result oriented evaluation system particularly focuses on pre-requisites, performance planning, performance execution, performance assessment and performance review.

1.7.Limitation of the Study

Some of limitation faced in the course of study include: lack of well organized document in the organization, lack of awareness among the respondents to fill out questionnaires with due care and return them on time are some of the limitations that the study will be face while collecting the data from the respondents. In addition, the study is limited on assessing the current performance management practice and analyzed responses with view from cumulative individual level of performance and understanding instead of team performance.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURES

2.1. Introduction

This chapter presents the theoretical and conceptual literature about performance management. To be more specific, concepts of definition, processes, purpose, characteristics, principles, best practice, and challenges of performance management implementation are discussed briefly. It will also look at the empirical studies on the performance management.

2.2. Theoretical and Conceptual Literature

2.2.1 Definition of Performance Management

Performance management is a strategic and integrated process that delivers sustained success to organization by improving the performance of people who work in them and developing the capabilities of individual contributors and teams (Armstrong, 1994).

Performance management as an approach to creating a shared vision of the purpose and aims of the organization, helping each employee understand and recognize their part in contributing to them, and in so doing, manage and enhance the performance of both individuals and the organization (Fletcher, 1993)

Performance Management System approach believes that there are many other factors coupled with performance outcome and it is not only based on objective achievement which was main target of Management by Objective practice. In this approach 'sharing expectations' has changed the autocratic style of management into democratic (Wilson,2004).

According to Aguinis (2009), Performance management as "a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization". Performance management requires that managers ensure that employees' activities and outputs are congruent with the organization's goals and, consequently, help the organization gain a competitive business advantage. Performance management therefore creates a direct link between employee performance and organizational goals, and makes the employees' contribution to the organization explicit.

Performance management is an approach to achieving a shared vision of the purpose and aims of the organization. It is concerned with helping individual and teams achieve their potential and recognize the role in contributing to the goal the organization (Jones, 1999).

Performance management is creating a shared vision of the purpose and aims of the organization, helping each individual employee to understand and recognize their part in contributing to them and thereby managing and enhancing the performance of both individuals and the organization (Philips, 1997).

Based on Armstrong (2009), Performance management is integrated in two senses:

- (i) ***Vertical integration***, linking or aligning business, team and individual objectives with core competences.
- (ii) ***Horizontal integration***, linking different aspect of human resource management, especially organizational development, human development, and reward, so as to achieve a coherent approach to the management and development of people.

Performance management is a means of getting better results by providing the means for individuals to perform well within an agreed framework of planned goals, standards and competency requirements. It involves developing a shared understanding about what is to be achieved and how it is to be achieved. The aim 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 (Armstrong and Taylor, 2014)

2.2.2. Purposes of Performance Management

Performance management as a system can serve as a pillar for the development of individuals, teams and organization in a way that they intend to get to the desired goal. Performance management system has many purposes but the major ones are discussed below (Smither and London, 2009)

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

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

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

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

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

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

According to Armstrong (2006) Performance management is designed to:

-) Ensure that what we do is guided by our values and is relevant to the purposes of the organization.
-) Ensure that we are all clear how to demonstrate the skills, knowledge and behaviors that are expected of us.
-) Ensure that we are clear what our individual role is and how we intend to fulfill it.
-) Link our job roles and individual objectives to the organizational objectives and priorities set out in the Management Plan.
-) Ensure that all managers agree and review objectives, priorities and developmental needs with team members.

-)] Review performance against objectives and areas of competence to ensure that we are making the best possible contribution to the organization's overall aim.
-)] Ensure that all team members receive constructive feedback in order to develop and improve performance.
-)] Ensure that a thorough review of training and development takes place as an integral part of the system so that personal development plans reflect both business and individual aims.
-)] Ensure that poor performance is identified quickly and support provided to eliminate it.

2.2.3. Principle of Performance Management

Employees want direction, freedom to get their work done, and encouragement not control. The performance management system should be a control system only by exception. The solution is to make it a collaborative development system. According to Armstrong (2009), the following are principle of performance management

-)] Performance management translates corporate goals into individual, team, department and divisional goals;
-)] It helps to clarify corporate goals;
-)] It is a continuous and evolutionary process, in which performance improves over time;
-)] It relies on consensus and cooperation rather than control or coercion;
-)] It encourages self-management of individual performance;
-)] It requires a management style that is open and honest and encourages two way communications between superiors and subordinates;
-)] It requires continuous feedback;
-)] Feedback loops enable the experiences and knowledge gained on the job by individuals to modify corporate objectives;
-)] It measures and assesses all performance against jointly agreed goals;
-)] It should apply to all staff and is not primarily concerned with linking performance to financial reward.

Armstrong and Baron (2004), cited in Armstrong and Taylor (2014), the research conducted by identified the following 10 principles of performance management as stated by practitioners:

-)] It's about how we manage people – it's not a system.

-) Performance management is what managers do: a natural process of management.
-) A management tool that helps managers to manage.
-) Driven by corporate purpose and values.
-) To obtain solutions that work.
-) Only interested in things you can do something about and get a visible improvement.
-) Focus on changing behavior rather than paperwork.
-) Based on accepted principle but operates flexibly.
-) Focus on development not pays.
-) Success depends on what the organization is and needs to be in its performance culture.

2.2.4. Phase of Performance Management

Performance management is not an appraisal event, but an ongoing process involving performance planning, feedback, evaluation and development. Performance management focuses on future performance planning and improvement and personal development. It enhances teams and individual capacities (Armstrong, 2009). The phases of performance management are as follows;

a. Planning Phase

The performance planning phase refers to the confirmation of business performance goals, technical knowledge areas and behavioral competencies used to measure job performance. It involves identifying applicable performance criteria that link to the organizations business plan and defining success at varying levels of an organization. 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 objectives that can be part of longer-term career planning.

After performance planning, execution phase of performance management begins where the employee strives to produce the results and display the behaviors agreed on earlier as well as to work on development needs.

b. Implementation phase

This phase is ongoing throughout the performance period. The most significant aspect of this phase is the opportunity for enhancing communication throughout the performance period.

According to Armstrong (2006), two of the main issues that may arise in the course of managing performance throughout the year are updating objectives and continuous learning. An inclusive element of the performance management system should involve all staff to ensure ownership of the system and enhance commitment of individuals to facilitate the implementation process. Both the employee and the supervisor are expected to be active participants in the assessment and evaluation processes.

c. Assessment phase

This phase typically occurs at the end of the performance period. Research and observation of real organizational behavior reveal that managers and employees alike, view performance management as a low priority, an unpleasant task to be avoided or both; and in practice goal setting, coaching and evaluation sessions are commonly late, rushed and incomplete or omitted altogether. He argues that organizations under use their performance management system because they become so focused on completing forms and reports that they lose sight of the real purpose behind the system (Grote, 2002).

2.2.5. Performance management process

Pre-requisites

Performance management system every employees of the organization is expected to know the organization's vision, mission and strategic goals. If there is a lack of clarity regarding where the organization wants to go, or the relationship between the organization's mission and strategies and each of its unit's mission and strategies is not clear, there will be a lack of clarity regarding what each employee needs to do and achieve to help the organization get there (Aguinis,2009).

Performance Planning

In performance planning stage employees should have clear knowledge of the performance management system (Aguinis, 2009).

The performance planning cycle of performance management system is the first stages where employees will be enable to have a clear knowledge about the system. It is the first cycle where supervisor and employee meet to discuss and agree on what is to be done and how it is to be done by combining the result, behavior and development plan (Smither and London 2009).

Performance Execution

Performance Execution is the process of implementing performance management. Employees endeavor to produce the results and display the behaviors agreed on as well as to work on development needs (Aguinis, 2009). Once the performance-planning phase has been completed, it's time to get the job done to execute the plan. For the individual, the critical responsibility in this phase is getting the job done achieving the objectives.

Even if the line share of this phase will be taken by the employee, but the appraiser have also two major responsibilities: creating the conditions that motivate, and confronting and correcting any performance problems (Smither and London, 2009).

Performance Assessment

In the assessment phase, both the employee and the manager are responsible for evaluating the extent to which the desired behaviors have been displayed, and whether the desired results have been achieved. Although many sources can be used to collect performance information (for example, peers or subordinates), in most cases the direct supervisor provides the information.

This also includes an evaluation of the extent to which the goals stated in the development plan have been achieved. It is important that both the employee and the manager take ownership of the assessment process. The manager fills out his or her appraisal form, and the employee should also fill out his or her form. The fact that both parties are involved in the assessment process provides better information to be used during the review phase (Smither and London 2009).

When both the employee and the supervisor are active participants in the evaluation process, there is a greater likelihood that the information will be used productively in the future (Aguinis, 2009).

Performance Review

The performance review stage involves discussion between the employee and the manager to evaluate their assessments (Aguinis, 2009). This meeting is usually called the appraisal meeting or discussion. The appraisal meeting is important because it provides a formal setting in which the employee receives feedback on his or her performance. In spite of its importance in performance management, the appraisal meeting is often regarded as the most difficult of the entire process because many managers are uncomfortable providing performance feedback, particularly when performance is deficient. This high level of discomfort, which often translates into anxiety and the avoidance of the appraisal interview, can be mitigated through training those responsible for providing feedback (Smither and London, 2009).

The performance review meeting is the basis for assessing the three key elements of performance (the three Cs), namely contribution, capability and continuous development. Such meetings are also the means through which the five primary performance management elements measurement, feedback, positive reinforcement, exchange of views, and agreement can be put to good use (Armstrong, 2000).

Among different objective of performance review the followings are some of them which can be mentioned as the most important one (Armstrong, 2006)

- J Planning –to provide the basis for reformulating the performance agreement and the performance and development plans incorporated in it.
- J Motivation – to provide positive feedback, recognition, praise and opportunities for growth; to clarify expectations; to empower people by Performance management encouraging them to take control over their own performance, learning and development.
- J Learning and development – to provide a basis for self-managed learning and the development through coaching and other learning activities of the abilities relevant to both the current role and any future role the employee may have the potential to carry out. Note that learning and development includes focusing on the current role, enabling people to enlarge and enrich the range of their responsibilities and the skills they require and be rewarded accordingly. This aspect of role development is even more important in flatter organizations where career ladders have shortened and where lateral progression is likely to be the best route forward.
- J Communication– to serve as a two-way channel for communication about roles, expectations (objectives and competence requirements), relationships, work problems and aspirations.

Performance Renewal and Reconstructing

This is a final stage of the process and is a time where the objectives are reviewed and if needed changed to the new direction or focus by using the information and insights gathered from the previous processes.

2.2.6. Keys to Effective Performance Management

Effective performance management systems help ensure that goals, programs, activities, and resources are aligned with priorities and desired results. Alignment must be both vertical (from the top to the bottom of the organization structure and also from organization wide to individual goals) and horizontal (across organizational units and, optimally, across governments serving the same population). A lack of alignment creates two significant impediments to success:

-) The organization will act like multiple organizations rather than a single one, potentially compromising efficiency and effectiveness.
-) Components of the organization will compete for resources rather than developing ways to cooperate.(www.pmcommission.org).

There are essential steps managers should undertake in managing performance of the staff. These include:

-) Establish and communicate (verbally and in writing) clear, detailed goals and performance expectations.
-) Provide coaching, training, support, time, resources to help the staff member succeed
-) Monitor and observe staff member's performance.
-) Provide regular, specific, timely feedback to the staff member on his/her progress at meeting established performance goals and expectations.
-) Provide professional development feedback and opportunities.
-) Assess and document staff member's performance.
-) Address issues in a timely manner when expectations are not being met.
-) Provide staff member with regular recognition on achievements and accomplishments.

2.2.7. Performance Management Practices

According to Smither and London, (2009) there are features that are likely to produce good results in terms of individual, team and organizational performance. However, the practical constraints may not allow for the implementation of these entire features. There may not be sufficient funds to deliver training to all people involved, supervisors may have biases in how they provide performance ratings, or people may be just too busy to pay attention to a new organizational initiative that requires their time and attention. However, as scientist - practitioners, we should strive to place a check mark to each of this core element of performance management practices.

Goal Setting

Balanced scorecards heighten awareness of the potential tradeoffs among various goals. They provide an overarching framework that drives and aligns organizational, department, team, and individual goal setting.

For individuals, teams, and organizations, specific, difficult goals lead to higher performance than “do your best” goals because goals focus employees’ attention on a specific objective (rather than other activities), lead to higher levels of effort to attain those objectives, enhance persistence in the face of setbacks and obstacles, and stimulate employees to develop new approaches and strategies when faced with complex tasks.

Self-efficacy can be enhanced by providing the employee with mastery experiences, enabling the employee to observe a role model successfully perform the task, and providing verbal encouragement that the employee has the ability to learn and perform the task successfully.

Goal commitment can be strengthened by having people make a public commitment to the goal, increasing self-efficacy, and increasing the attractiveness of outcomes associated with goal attainment. Providing learning goals during the early stages of skills acquisition on complex tasks directs attention to learning the task rather than worrying about future performance outcomes (Smither and London, 2009)

Feedback

Feedback that directs the recipient’s attention to the task is more effective than feedback that directs the recipient’s attention to the self and away from the task. (Smither and London, 2009).

Training and Development

The value of formal organizational training has been widely documented for learning, behavior, and results criteria. Organizational training also generally has a positive return on investment. Self-management training increases performance and decreases absenteeism. People are taught to identify behaviors to develop, establish goals, maintain a record of progress, establish self-rewards and self-punishments, recognize high-risk situations, and prepare a written contract for themselves (Smither and London, 2009)

Coaching

Coaching should be integrated into the organization's overall talent management strategy and aligned with business strategy. Organizations should target coaching to specific needs, such as accelerating the development of high-potential managers, on-boarding new leaders, and driving a change in culture. Effective coaching includes:-

-) A working relationship between the coach and recipient characterized by trust, acceptance, and understanding;
-) Helping the recipient develop insight about critical success factors and how others perceive the recipient relative to those factors;
-) Building the recipient's motivation to change by clarifying personal and organizational reasons for change and focusing on small, easy steps to initiate the process;
-) Enhancing the recipient's capabilities by sharing new ideas and best practices, pointing to useful learning resources and opportunities, and exploring alternative ways to handle difficult situations;
-) Facilitating application of new skills to specific situations in which change is appropriate (that is, real- world practice);
-) Encouraging the recipient to make specific commitments for action, following up on the person's commitments, and encouraging the person to seek feedback from others; and
-) Helping the recipient to anticipate and address barriers while working with senior leaders to create a supportive climate for development (Smither and London, 2009).

Performance Evaluation

One way to improve performance evaluation is to ask managers to share, discuss, and justify their ratings of employees with others. This approach calibrates ratings made by different supervisors and lessens unjustified able leniency (although raters may become more vulnerable to social influences). Forced distribution systems are more accepted when there are not severe consequences for poorly ranked employees, the group to be ranked is reasonably large, there is variability in performance, employees receive frequent feedback, and the culture is results - oriented. (Smither and London, 2009).

Rewarding Performance

Organizations' reward systems link pay to performance at the individual level (e.g., individual merit pay), team level (team incentives, team recognition), unit level (gain sharing), and organizational level (profit sharing) (Smither and London, 2009).

Team Performance

Team effectiveness is shaped by cognitive, interpersonal, motivational, affective, and behavioral processes. Organizations systematically develop four important team capacities: adaptive capacity, leadership capacity, management capacity, and technical capacity (Smither and London, 2009).

Technology

Technology can make goals accessible to all employees, track project accomplishments and roadblocks, solicit feedback, share performance plans, communicate and deliver development opportunities, provide information about career path options, store and review performance data, track high- performance employees, and facilitate the completion of performance appraisals (Smither and London, 2009).

Cultural Factors

Culture can affect many aspects of performance management, including the relative importance of individual versus group goals, the extent to which long - term employment with the same company is valued, the willingness to acknowledge the role of contextual factors in shaping performance, the favorableness of self - evaluations, the extent of deference shown to those in authority, whether information is widely shared across organization levels, willingness to provide upward feedback, a manager ' s tolerance for errors, the amount of resistance to change, preference for informal versus formal interactions and feedback, the value attached to performance versus seniority and loyalty, the focus on short - term versus long - term success and rewards, the likelihood of women being accepted in powerful roles, and whether interpersonal communication is direct and blunt (versus face - saving). When there is a strong organizational culture with broad acceptance concerning its core values, norms, and desired behaviors, organizational culture can trump national culture (Smither and London, 2009).

That is why performance management is so important for ministry of public service and human resource development. It helps MOPSHRD to achieve the desired organizational mission and maintain its desired organizational culture. It also helps employees to understand how they are contributing to the organization's goals, what is expected of them, how they are doing, and how they can continue to grow, develop, and add value to the achievement of organization mission.

To enable other public institutions provide sustainable, efficient and effective service provision by providing supportive supervision and training to fill gaps related to service provision.

Gaps in performance management practices

According to Storey, (2009) poor motivation and self-esteem due to inadequate feedback on their performance, little or no communication, unfairness, lack of transparency, and equity as some of the main features leading to failure of performance management system. Other scholars identified the following performance management challenges.

Strategies and plans are not always clear

Many public servants do not receive adequate communication from leaders regarding the organization's strategy and what actions are required of employees to contribute to these goals. This gap in communication contributes to misalignment between the goals of employees and the organization's strategy.

As such, employees may lack clarity on key priorities and struggle to determine which initiatives they should focus on. This often results in employees spending time on activities that do not contribute to the plans of the organization as well as employees feeling overwhelmed without a clear sense of direction. Leadership must also demonstrate how their plans and personal goals are strategically aligned to the broader objectives of the organization and consistently cascade this information down to employees in order to ensure this alignment is understood and adopted by employees. (<https://www2.deloitte.com>.)

Complexity Issues of the System and the Tool

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

and to produce the intended result it has to be clear, simple (as much as possible), and requires the necessary skills for effective and efficient implementation of the system (Armstrong and Baron, 2004).

Leadership Support

Regarding leadership and performance several studies support that effective change in an organization's culture comes from able, strong and committed leaders. Performance Management system driven by the strategy and senior management of an organization without which the system will be ineffective. In this way senior management must do more than simply articulate the need for effective performance appraisal, they must be role models of effective performance management behavior which is the critical element in their providing leadership with respect to the performance management system, (Schein, E.H., (1992)

Resistance to Change

According to Reynolds, (2004), the only constant business in life is change that could be large or small, rapid or slow, planned or unplanned, controlled or not controlled from implementation of a new system. Change in an organization can be introduced by internal forces like new strategy, new technology, employee attitude and behaviors and external forces like technological environment, the economic environment, the political and legal environment, social conditions, and competitive environment. The change management aspect of performance management should be managed strategically. The organization's top leadership must drive the change process. Resistance to change should be managed proactively.

Skills Gaps

The Improvement and learning are casually related. All those involved in the performance management system must possess appropriate knowledge, attitudes and skills to utilize the system. The following are major skills required: Development of performance indicators, key results areas, core management competencies and performance agreements, Measurement of performance indicators, Communication of results and feedback, Monitoring and evaluation of the performance management system. (Reynolds 2004).

Performance incentives are limited

Performance incentives are often used by organizations to encourage top performance and desired behaviors. However, the link between incentives and performance management is not as clear in the public sector. There are not always opportunities to distinguish between top performers and performers who are just meeting expectations. Rewards are generally based on tenure, and promotions are traditionally linked to an employee's ability to effectively meet standardized selection criteria. Leaders are faced with the challenge of being able to adequately recognize and reward top performers, while motivating all employees to perform. The challenges outlined above can lead to significant barriers for public sector leaders when striving to achieve business objectives and key priorities. (<https://www2.deloitte.com>.)

Organizational Culture

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

2.3. Empirical studies related to performance management

Empirical studies on the implementation and effectiveness of PMS have been undertaken in different countries and organizations. In this section the study tried to look at some empirical studies related to performance management.

Bulawa (2011), conducted PhD thesis entitled "Implementation of performance management system in senior secondary school in Botswana" the findings of the study shows that Performance development plans a key element of the performance management system, in some cases still not being completed. And the Implementation of performance development plans and performance agreement is difficult to the complexity of the document. And also the problem of meaningful measures of performance is not resolved. In addition, senior management continued to be concerned that the performance management system is consuming a lot of time. The study shows

that the issues of fear being experience by senior school management are reluctant to address the performance issues due to fear of the being unpopular with their staff.

The study conducted on Pakistan Alfalah bank shows that, due to lack of motivation and reward system in implementation of PMS has facing the problem of dissatisfaction from their current performance management. There were no employee involvements in setting standard of performance management to evaluate performance of each employee (Farheen et al, 2014).

Other study is conducted by Beshir (2016) on the performance appraisal practice and problems in the case of Ethiopia international school, the study revealed that The practice of supervisors accurately evaluating their subordinate to the extent of they are being rewarded for doing so and penalized for failing not doing so is not adequate enough in implementation of performance appraisal. The Information generated through performance appraisal is used in the school at a lower level in order to determine warnings about their unsatisfactory performance and to help supervisors to make decisions of retention or discharge. It is also difficult to say that information generated through performance appraisal is used to diagnose the problem of both employees and the school understudy. The performance appraisal is not on the base of employees' accomplishments and achievements.

The study conducted by Dereje, (2015) at Addis Ababa City Administration Addis Ketema Sub city Wereda 2, indicate that the performance management processes of the study wereda needs serious consideration to reap some fruits out of it. In short, the study has found out that the whole processes of performance planning, provision of ongoing coaching and technical supports to the implementing agencies and individuals, recognition and reward, and ensuring performance accountability both at individual employee and organizational levels were not on the right track to bring about meaningful performance improvement

Other study conducted by Alela Sertsu, (2016) at world vision Ethiopia shows that performance results have helped them to improve performance and there exists goal alignment, however, staff development needs attention. Nevertheless, there is concern in the area of openness, transparency and communication in WVE. Moreover, the practice of using performance management for training need assessment is questionable. In general, WVE performance management practice has areas of improvement in; considering factors hindering performance, using performance results for

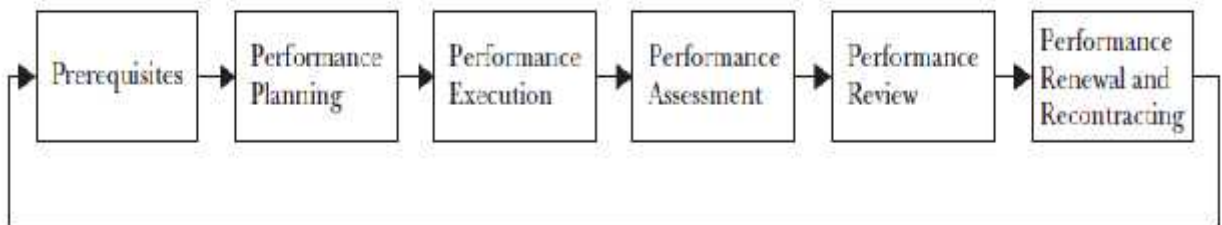
promotion and advancement, providing individualized recognition, openness, transparency and communication.

Kebre, (2006) conducted a study entitled " assessing performance management practice in save the children international Ethiopia country office" The study identified that performance planning stage is not properly managed and adequate time was not allocated for performance planning. Setting performance indicators are lacking and performance assessments are not conducted consistently in the study area. The study also show that Managers are not taking the ownership of the process and this is causing lack of linkage between the overall mission and vision and individual performances. The system designed and the actual practice is not in sync due to differences on manager's level of understanding and capability, lack of ownership by managers, lack of linkage between output and reward. Moreover, it is stated that managers are not yet being held accountable for failing to ensure proper PMS and not communicating their department's roles and priorities. From the above broad portion of literature it is possible to conclude that the performance management system implementation and effectiveness vary from country to country, and from organization to organization.

2.4. Conceptual Framework

Performance management system is a positive interaction between a coach and an employee working together to achieve maximum performance. It is a set of interrelated activities and processes that are treated holistically as an integrated and key component of an organization's approach to managing performance through people and developing the skills and capabilities of its human capital, thus enhancing organizational capability and the achievement of sustained competitive advantage (Aguinis, 2009).

Figure 2.1. Process of Performance Management



Source: Adapted from Aguinis (2009)

Prerequisites

There are two important prerequisites that are needed before a performance management system is implemented: (1) knowledge of the organization's mission and strategic goals and (2) knowledge of the job in question.

Performance Planning

This performance planning discussion includes a consideration of (1) results, (2), behaviors, and (3) development plan.

Performance Execution

Once the review cycle begins, the employee strives to produce the results and display the behaviors agreed on earlier as well as to work on development needs. Supervisors have primary responsibility over the following issues. Observation and Documentation, Updates, Feedback, Resources, Reinforcement.

Performance Assessment

Both the employee and the manager are responsible for evaluating the extent to which the desired behaviors have been displayed, and whether the desired results have been achieved.

Performance Renewal and Recontracting

This is identical to the performance planning component. The main difference is that the renewal and recontracting stage uses the insights and information gained from the other phases.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1.Introduction

In this chapter the research methods, data sources, sampling techniques, data collection instruments and procedures, and data analysis methods while undertaking the study have been discussed briefly as follow.

3.2.Research design

According to Geoffrey et al, 2005 descriptive research is a research type which describes phenomena as they exist and it is used to identify and obtain information on the characteristics of a particular problem or issues. Based on the above definition descriptive type of research design is best to achieve the aim of this research since the study is focus on assessing of performance management practice in MOPSHRD. This research design was particularly important for the study because it helps to describe and interpret the actual events that exist now and existed in the past and that have influences on the present performance management practice in MOPSHRD. The researcher used descriptive statistics, with frequency, percentage, mean, grand mean, standard deviation by using SPSS version 23 to analyze of data.

3.3. Sources of Data

The data was collected from both primary and secondary data sources. Primary data was gathered from employees of the Ministry of Public Service and Human Resource Development through questionnaire, Employees was asked to fill the designed close ended questionnaire. The questionnaires contain 36 Designed based on five-point Likert scale. It was best to collect data from a large number of respondents with reasonable cost and relatively short time. In addition to questionnaire Interview was conducted with six middle level managers.

On the other hand, various published and unpublished related literatures, performance management system and procedure of the organization were reviewed to get different data about the study and it is use as a secondary data sources.

These methods of data collection help to triangulate the data gathered from questionnaire with the data collected from the interview.

In order to understand the subject matter different published and unpublished documents were reviewed by the researcher. Furthermore, annual reports, performance management system procedure of the organization and brochures on the history of MOPSHRD was assessed to better understand how organizations practically implemented the performance management system, what challenges they faced with all the process and how they planned to manage the challenges in the future to enhance individual, directorate and organization's performance for the successful implementation of organizational vision and mission.

3.4. Population Sampling Methods and Sample Size

3.4.1. Population of the study

The population of the study was comprised all level employees of MOPSHRD. The sampling technique that used for the study is simple random probability sampling. This method was used to give equal chance to the population to make sure the representativeness of the data and also to ensure the representative of all characteristics of the population. This method will enable to have knowledge from those who are in a position to the practice of performance management system in the organization. The researcher has pursued the following procedure to select sample population: collecting the total number of the human resources from the Human Resource Administration department in the study organization; selecting 47% of the viable population using simple random probability sampling. The total number of study population was 443 and the desired sample population was 210. Thus, the researcher began from the list of employee and picked even numbers from the sample frame to get the 210 elements which is 47% of the total study Population. Out of 210 (47%) sample populations that fill the distributed questioners 14 respondents didn't return back the questioners 196 respondents had properly returned the questionnaires. To calculate and determine sample size, the researcher used the following formula (Israel, 2009).

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

Where

$$N = \text{population} = 443$$

$$e = \text{precision} = 0.05$$

n=sample size =?

$$n = (N/1 + N * e^2) = 443 / (1 + 443 * (0.05)^2) = 443 / 2.1075 = 210$$

3.5. Method of Data Analysis

The data gathered from questionnaire was analyzed by using descriptive statistics like frequency, percentage, mean, grand mean and standard deviation. Then the data was presented by using tables for more clarification and also the data is analyzed by using Statistical Package for Social sciences (SPSS). The data that was gathered from interview are analyzed qualitatively based on the research basic questions.

3.6. Reliability and Validity

3.6.1. Reliability

After developing the questionnaire it was given to seven members of MOPSHRD who work under the reform monitoring and support director for pilot test. This team was selected because they have monitoring and support role on performance management and practice in the organization. They have adequate knowledge of the subject matter and also they are highly involved in the building and implementation process of PMS in MOPSHRD. The response gained from them helped the researcher to check the reliability of the questionnaire. In order to test the reliability of data collection instrument, the response obtained were used for calculating the cronbach alpha. As a result the cronbach alpha value of 0.889 was obtained after inputting the data into SPSS application.

3.6.2. Validity

Good measure should be both consistent and accuracy. As stated by (Miller and Whicker, 1999), content *validity* is the measurement that is being taken a subset of a larger group of Measurements that represent the focus of the study. Similarly, face validity is based entirely upon logic, common sense, and subjective judgment. The researcher has attempted to assess validity through the mechanism of distributed the questionnaire for seven employees that familiarized the subject matter. Then, verified the validity in terms of the items capture the entire scope and arrived at agreed the measurement that represent focus of the study.

4. **Ethical Considerations**

Ethical Issues Ethics is one of the major considerations in research. The researcher of this study is also subject to the following ethical considerations.

- The research work was started after getting the willingness of the concerned officials of the organization.
- Respondents were clearly communicated about the objective of the research before they ask and give their answer.
- Respondents were assured that there is no any physical or psychological damage to them because of the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1. Introduction

This chapter deals with the discussion and analysis of data obtained from the questionnaires and interviews. Among the 210 distributed questionnaires 196 responses returned. The remaining questionnaires were not returned from the desired sample. Thus only 196 responses are employed in the analysis, which represents the response rate of 93.3% (196/210). For better triangulation of the information obtained, interviews were made with the middle level managers.

4.2. Demographic Characteristics of Respondents

The first part of the questionnaire consists of the professional background and demographic data of the respondents. The variables include age, gender, educational level, current position and work experience. Accordingly, these variables of the respondents are summarized and described in the table below.

Table 4.1. Age, Gender, Level of Education, Years of Service and Position of the Respondents

no	Item	variable	Frequency	Percent	Valid	Cumulative
1	Age	20-30 years	65	33.2	33.2	33.2
		31-40	95	48.5	48.5	81.6
		41-50 years	30	15.3	15.3	96.9
		>50	6	3.1	3.1	100.0
		Total	196	100.0	100.0	
2	Gender	Male	142	72.4	72.4	72.4
		Female	54	27.6	27.6	100.0
		Total	196	100.0	100.0	
3	Level Education	Diplom a	14	7.1	7.1	7.1
		First Degree	149	76.0	76.0	83.2

no	Item	variable	Frequency	Percent	Valid	Cumulative
		Masters	33	16.8	16.8	100.0
		Total	196	100.0	100.0	
4	Years of service in MOPSHR D	0-5 years	108	55.1	55.1	55.1
		6-10 years	41	20.9	20.9	76.0
		11-15 years	28	14.3	14.3	90.3
		16-20	6	3.1	3.1	93.4
		>20	13	6.6	6.6	100.0
		Total	196	100.0	100.0	
5	Position category	team leader	9	4.6	4.6	4.6
		Expert	174	88.8	88.8	93.4
		Other	13	6.6	6.6	100.0
		Total	196	100.0	100.0	

Source: survey Questionnaire (2018)

Regarding the age group of the respondent, Out of 196 (100%) respondents, 95 (48.5%) of respondents were between the age group of 31-40 years. 65(33.2%) percent of respondents were between the age of 20-30 years of age, while 30 (15.3%) of the respondents were between the age of 41-50 years of age. The remaining 6(3.1%) of the respondents are above 50 years of age.

Among the total respondents i.e. 196, 142 (72.4%) of them were male and the remaining 54(27.6%) were female. This shows that the number of female staff is less by half from the number of male staff which means there is gender imbalance in the organization.

Concerning educational status of the respondents, staffs who are degree graduates have the largest portion which is around 146 (76 %), among the total respondents, 33 (16.8%) of them have masters degree and the rest of the respondents which is 14 (7.1 %) are graduated with college diploma. From the above table we can see that no one from the selected respondents have PHD.

The fact that almost all of the respondents being educated in different levels it is believed that they can easily understand the questionnaire as desired by the researcher

Looking into work experience of the respondents, the majority of respondents 108 (55.1%) fall within the range of zero to five years of service in MOPSHRD, the second highest percent 41(20.9%) of the respondents have six to ten years of experience, 28(14.3%) respondents have eleven to fifteen years of experience in the organization and the rest 6(3.1%) and 13 (6.6%) respondents from the sample size have an experience of sixteen to twenty years and above twenty years respectively.

Therefore the majority have zero to five years and six to ten years of experience and this gives an opportunity to reflect their understanding clearly on the performance management practice of the organization. As indicated on table 4.1, the majority of the respondents, which is 88.8% (174), were expert and the next majority respondent were other support staff, which are 6.6% (13). The remaining 4.6% (9) were team leader positions.

4.2. Performance Management Practice in MOPSHRD

4.2.1 Organizational strategy alignment

According to Aguinis (2009), there are important prerequisites that are needed before a performance management is implemented; knowledge of the organization's mission and strategic goals and knowledge of the job in question. The researcher assessed whether staff know the overall mission, goals and objectives as one of performance prerequisite. Besides, respondents were asked whether they have clear knowledge of their job as well. Accordingly, the responses are presented and analyzed as follows.

Table 4.2. Alignment of organizational strategy with individual objectives

No	Items	F	Ratings					total	Mean	Std. deviation
			strongly disagree	disagree	undecided	Agree	Strongly Agree			
1	I am fully aware of the organization's mission, vision, strategic objective and values.	F	6	10	11	118	51	196	4.01	.894
		%	3.1	5.1	5.6	60.2	26.0			
2	My individual goal is aligned with the strategic objective of my business process/work unit as well as the organization.	F	7	26	38	107	18	196	3.53	.958
		%	3.6	13.3	19.4	54.6	9.2			
3	I am clear about what my job responsibilities are and what is expected from me.	F	6	20	9	99	62	196	3.97	1.025
		%	3.1	10.2	4.6	50.5	31.6			
4	In MOPSHRD goal setting is carried out with the discussion between the employee and the	F	10	38	51	82	15	196	3.28	1.026
		%	5.1	19.4	26.0	41.8	7.7			
5	The goals set or me support to achieve the strategic objective of the business process/work unit as well as the organization.	F	5	32	40	106	13	196	3.46	.930
		%	2.6	16.3	20.4	54.1	6.6			
6	I believe that a performance management system is a systematic process for improving organizational performance by developing the performance of individuals and teams.	F	5	19	18	103	51	196	3.90	.982
		%	2.6	9.7	9.2	52.6	26.0			
7	I understand how my role contributes to the overall organizational goals and objectives.	F	1	3	25	111	56	196	4.11	.714
		%	0.5	1.5	12.8	56.6	28.6			
Grand Mean			3.75							

Source: Survey Questionnaire (2018)

Clear agreement on vision and strategy is the necessary step for effective performance management. Regarding knowledge, the responses summarized in table 4.2, show that 118 (60.2%) of the respondents agree and 51(26 %) of the respondents strongly agree that they have understanding of MOPSHRD mission, strategy objectives and values. Only 10 (5.1%) of the respondent disagreed and 6 (3.1%) of respondent said that strongly disagree. The mean score (4.01) indicate positively agreed and standard deviations of (0.894) on this issues. From this finding, it can be said that employees have clear knowledge about the mission, strategies objectives and values. Likewise, this question was also forwarded for middle level managers through the interview and according to response employee are in position for informing mission, vision, strategic objective and values of the organization.

The other question which was forwarded to respondents was about their level agreement on the alignment of their department goal with that of organizational goal. Accordingly, a total of 107 employees which 54.6% of the respondents agreed on the fact that their individual goal aligned with the strategic objectives of their business process and the strategies of the organization whereas 38 (19.4%) of respondent have no clue about the issue and 26 (13.3%) of the respondents disagree on that the goal of their work unit aligned with organization. this question was also forwarded for middle level managers through the interview and based on the individual cascading goals or performance goal were directly aligned the strategic objectives of the organization. The mean score 3.53 indicated that positively agreed on the issues.

The finding of the interview also shows that employees of the cascading goals aligned with the strategic objectives of the organization. From this we have understood that even though the majority of the respondent agreed on the strategic alignment but still there are some who do not believe it is aligned. From literature point of views, organizational strategic alignment is basic concern of performance management which could be achieved by ensuring that everyone is aware of the organizational and departmental objectives and by helping employees to know the objectives they agree of themselves are consistent with the organizational goal.

Concerning the level of agreement of respondents regarding their job clarity, responsibility and expectation. As result 99 (50.2%) respondents are agree on their awareness of their responsibility and the expectation of MOPSHRD from them, the other 62 (31.6%) of respondent replied that

they strongly agree what they have to accomplish. On the contrary 20 (10.2%) and 9 (4.6%) respondents are not clear about why they are employed in MOPSHRD. The mean score 3.97 indicated that positively agreed on their job clarity, responsibility and expectation from them.

This show that good work was done to make employees to know the contribution gained from their job and the expected output from their responsibility for the successful realization of MOPSHRD mission and value as well as for their personal development and growth.

For goal setting, the manager is expected to communicate management's expectations and goals to the employee and works collaboratively to develop individual goals in alignment with organization goals. More number of respondents that is 82 (41.8%) and 15 (7.7%) of the respondents indicated that they agree and strongly agree respectively for the question that required to respond on discussion of goal setting among management and employee in the organizations. However, 51(26%) of the respondents indicated indifferent or undecided response. But the mean score 3.28 positively agreed on issues and this indicate that there was discussion of goal setting among management and employees in the organizations.

The findings of interview show that there is communication and checking and balance of the performance against the plan but, it needs further continue communication of the performance management system. Thus, the organization needs to increase effective communications and discussion further with all employees to enhance and translate strategic objectives into goals and targets to improve the performance management system in the organization.

Respondents were asked to give their opinion on the performance management system improve the organization performance by developing the performance of individual and teams. Consequently majority of the respondents 103 (52.6%) and 51(26%) were agree and strongly agree respectively. However, the other 18(9.2%) respondent were undecided. whereas 19 (9.7%) respondent were disagreed. The mean score 3.90 indicated that positively agreed on the performance management system improve the organization performance by developing the performance of individual and teams. This replied that PMS is clearly defined in a sense of developing the performance of individuals and team in order to enhance the capacity of the organization.

The last question on this category focuses on the role of employee contribution to the overall organizational goal and objectives. As a result, 111(56.6%) and 56(28.6%) of the respondents were agree and strongly agree respectively. On the other hand, 3(1.5. %) and 1 (0.5%) of the respondents disagree and strongly disagree. The rest 25(12.8%) of the respondents remain undecided. The mean score 4.11 shows that respondent were positively agreed on the role of employee contribution to the overall organizational goal and objectives.

Performance management is a powerful business process, which may be used to help implement the organization's strategy. It does this by directing individual and team efforts with an organization towards the overall accomplishment of defined, strategic Organizational goals, and through its interactive nature, it helps create a participative Culture. The starting point of any performance management is to create a shared vision, Mission and of the organizational objectives and values.

In general, we can understood from the grand mean score of 3.75 almost all the respondent are agreed on Alignment of organizational strategy with individual objectives and they are aware of the Organizations mission, vision, strategic objectives and values and their contributes to the overall organizational goals and objectives.

4.2.2 Performance Planning in MOPSHRD

According to Aguinis (2009), at the beginning of each performance cycle, the supervisor and the employee meet to discuss, and agree on, what needs to be done and how it should be done. Performance planning is a stage where the supervisor and the employee meet together to discuss and agree on what will be done for the future and how it should be done. Once the review cycle begins, the employee strives to produce the results and display the behaviors agreed on earlier as well as to work on development needs. Therefore, the participation of employees contributes for the ownership and effective practice of performance management.

Table 4.3. Respondent opinion on Performance management Planning in MOPSHRD

No	Items		Ratings					total	mean	St.devaiti on
			strongly disagree	disagree	undecided	Agree	Strongly Agree			
1	The section in which I am employed has clear goals and objectives.	F	3	15	13	125	40	196	3.94	.845
		%	1.5	7.7	6.6	63.8	20.4			
2	The personal objectives Include results, behavior and development plan.	F	3	22	35	117	19	196	3.65	.861
		%	1.5	11.2	17.9	59.7	9.7			
3	My supervisor and I reached to an agreement about my development plan to enhance my performance.	F	5	28	24	101	38	196	3.71	1.019
		%	2.6	14.3	12.2	51.5	19.4			
4	I have a clear understanding of the level of performance that is expected of me.	F	5	29	31	103	28	196	3.61	.988
		%	2.6	14.8	15.8	52.6	14.3			
5	I have the necessary skills and competencies to achieve my individual goals and objectives.	F	3	18	28	120	27	196	3.77	.857
		%	1.5	9.2	28	61.2	13.8			
6	The mechanisms to improve future performance have been clearly specified in performance planning.	F	4	25	36	99	32	196	3.66	.965
		%	2.0	12.8	18.4	50.5	16.3			
7	The performance planning of my organization comprises personal	F	4	15	33	110	34	196	3.79	.890
		%	2.0	7.7	16.8	56.1	17.3			
Garand Mean			3.73							

Source: survey Questionnaire (2018)

As we can see from table 4.3, it is possible to learn that 125 (63.8%) of the total respondents agreed with the statement that they have clear goals and objectives in their sections. And the

others 40 (20.4%) strongly agreed. While, 13 (6.6%) of the respondents became neutral. And 15 (7.7%) of respondent disagree on the provided questions. The mean score 4.11 shows that respondent were positively agreed on the statement having clear goals and objectives in their sections.

Concerning the personal objective including results, behavior and development plan 117 (59.7%) have agreed and 35 (17.9%) were undecided agreed and also 22 (11.5%) of respondent were disagree. The rest 3(1.5%) were disagree on the issues. And the Mean score 3.65 shows that respondent were positively agreed with the statement of personal objective including results, behavior and development plan.

Accordingly, respondents were asked about their agreement with the supervisor on development plan to enhance the performance. As a result, 101 (51.5%) and 38 (19.4%) of the respondents were agree and strongly agree respectively 28(14.3%) and 5 (2.6%) responded disagree and strongly disagree respectively. The rest 24 (12.2%) remain undecided in their agreement. the mean value score 3.65 shows that most respondents were positively agreed about their development plan to enhance my performance.

With respect to clear understanding of the level of performance that is expected of employee. Majority of the respondents that is 103 (52.6%) and 28(14.3%) of the respondents agree and strongly agree respectively to the fact that clear understanding of the level of performance expected from them. On the other side, 29 (14.8.5%) and 5 (2.6%) are at disagreement level. The remaining 31 (15.6%) rated undecided. The mean value score 3.61 shows that majority of respondent have clear understanding of the level of performance expected from them.

Regarding to have the necessary skills and competencies to achieve their individual goals and objectives, the researcher forwarded question to see the respondent's level of agreement. The majority of the responded were in agreement level which accounts for 120 (61.2%) and 27 (13.8%) of the respondents. Only 19 (9.2%) and 3 (1.5%) are in disagreement level. The rest 28 (28%) of the respondents remain undecided. The total mean value score 3.77 shows that almost all respondent agreed on the issues having the necessary skills and competencies to achieve their individual goals and objectives.

The next question which was forwarded to respondents was about the mechanisms to improve future performance have been clearly specified in performance planning. As a result 99 (50.5%) and 32(16.3%) of respondents agreed that mechanism of the future performance improvement are clearly specified. The other, 25 (12.5%) and 4(2.0%) of respondent were disagreement level. The rest 36(18.4%) of employees were undecided on the issue. The total mean value score 3.66 shows that most of the respondent agreed that mechanism of the future performance improvement are clearly specified.

The last question that forwarded to respondents was about the performance planning of organization comprises personal development plan. As a result 106 (56.1%) of respondents agreed that the performance planning of organization comprises their personal development plan, 33 (16.8%) remain neutral and 15 (7.7%) were explain their disagreement on the issue. The mean score 3.79 shows that respondent were positively agreed on about the performance planning of organization comprises personal development plan.

In general, as we can see from table 4.3, the grand mean score of the component of performance planning is 3.73. under this component the agreement about their development plan to enhance their performance (Mean=3.71), a clear understanding of the level of performance that is expected of employee (Mean =3.71), The mechanisms to improve future performance (Mean= 3.66) and The personal objectives Include results, behavior and development plan (Mean=3.65) their mean values are lower than the grand mean of the performance planning component. This indicates that the major concern areas that should be further improved.

4.2.3. Participation of employee In Performance Management process

Effective performance management should be participative. Both manager and individual should be involved in the planning of performance to ensure understanding and commitment.

Table-4.4. Respondents opinions on participation of performance planning

No	Items		Ratings						Mean	St.devaiti on
			strongly disagree	disagree	undecided	Agree	Strongly Agree	total		
1	I take part in performance planning process.	F	4	16	31	114	31	196	3.78	.883
		%	2.0	8.2	15.8	58.2	15.8	100		
2	The Performance management Practice of the MOPSHRD creates participative	F	8	36	43	101	8	196	3.33	.959
		%	4.1	18.4	21.9	51.5	4.1	100		
3	I am allowed to participate in appraising the performance of my teammates/colleagues.	F	4	22	30	125	15	196	3.64	.857
		%	2.0	11.2	15.3	63.8	7.7	100		
4	I am allowed to participate in appraising my own performance	F	1	18	21	134	22	196	3.81	.773
		%	5	9.2	10.7	68.4	11.2	100		
5	I feel free to express to my appraiser, my disagreement regarding	F	3	23	38	111	21	196	3.63	.882
		%	1.5	11.7	19.4	56.6	10.7	100		
6	Your Manager allows you to provide feedback on her/his management style and performances.	F	5	36	37	99	19	196	3.46	.984
		%	2.6	18.4	18.9	50.5	9.7	100		
Grand Mean			3.60							

Source: survey Questionnaire (2018)

Accordingly, respondents were asked about their participation performance planning process. As a result of table 4.4, majority of respondents agreed and strongly agreed that they participate in performance planning process which represents 114 (58.2%) and 31 (15.8%) together. On the other hand, 16 (8.2.5%) and 4 (2.0%) of the respondents responded disagree and strongly disagree

respectively. The rest 31 (15.8%) remain undecided in their involvement. The mean score 3.78 shows that respondent were positively agreed on they take part in performance planning process. As the interviewed middle level directors stated that the performance management system has the planning, implementation, evaluation phase based on this employee have role of participation through all process the planning implementation and evaluation phase of the performance management system in the organization.

As we can see from the above table 4.4, 134 (63.8%) and 15 (7.7%) of respondents agreed and disagreed respectively that on participation of appraising the performance of their teammates/colleagues. While 22 (11.2%) disagreed and 33 (25.6%) remain neutral. This shows that large number of respondent participate on the peer performance evaluations. The mean score 4.11 shows that most respondent were positively agreed on participation of appraising the performance of their teammates/colleagues.

With respect the employee self appraising of the performance 125 (63.8%) and 15 (7.7%) of respondents explain their agreement and strong agreement respectively on the issues related to the participation of self appraising. While 18 (9.2%) disagreed and 21 (10.7%) remain neutral. The mean score 3.81 shows that most respondent were positively agreed on participation of self appraising of the performance.

As indicated in the above table 4.4, larger number of the respondents 111 (56.6%) agreed and 21(10.7%) strongly agreed with the idea that the participation in appraising their own supervisors. while 23 (11.7%) and 3 (1.5%) disagreed and strongly disagreed respectively on the stated idea and 38(19.4%) were undecided. The mean score 3.63 shows that respondent were positively agreed to express to their appraiser, their disagreement regarding the performance decisions.

With respect to the employees freedom of giving feedback on her/his management style and performances of their supervisors 99(50.5%) and 19 (9.7%) of respondents are in agreement level while only 36 (18.4%) and 5 (2.6%) of the respondents are in disagreement level. The rest 37 (18.9%) of the respondents remain undecided. Likewise, this question was also forwarded for middle level managers through the interview and according to response managers the supervisor deliver continues training and development assess the strength weakness of employee in the organization. The mean score 3.46 indicates that majority of staff allowed to provide feedback on their near manager's on the management style and performance.

In general, as we can see from table 4.4, the grand mean score about Participation of employee in Performance Management process 3.60. Under this component the inviting employees to provide feedback on their near manager's on the management style scores 3.46 mean value. This is lower than the average mean value of the main component of participation of the performance management process. This indicates that the major concern areas that should be further improved.

4.2.4. Execution of performance management in MOPSHRD

Performance management execution is getting the job done in order to get the desired objectives in an effective and efficient way. Therefore, in order to gather data regarding the process of performance execution respondents were asked the following questions to see their level of agreement and disagreement.

Table 4.5 Respondents' opinion on performance management execution

No	Items	Ratings						total	mean	St.deviation
		strongly disagree	disagree	undecided	Agree	Strongly Agree				
1	My supervisor provides me the required resources to do my	F	10	29	114	14	196	3.47	1.000	
		%	5.1	14.8	58.2	7.1	100			
2	MY supervisor frequently monitors my performance and gives feedback regularly.	F	8	37	104	10	196	3.36	.980	
		%	4.1	18.9	53.1	5.1	100			
3	My supervisor encourages open discussion with respect to performance related issue.	F	5	29	112	19	196	3.56	.956	
		%	2.6	14.8	57.1	9.7	100			
4	My supervisors Provide regular updates on progress toward goal achievement in	F	7	26	107	18	196	3.46	1.020	
		%	3.6	13.3	54.6	9.2	100			
5	I am the person who is primarily responsible for performance execution.	F	3	35	111	24	196	3.66	.894	
		%	1.5	17.9	56.6	12.2	100			
6	My colleagues/teammates	F	3	26	122	20	196	3.67	.881	

No	Items	Ratings					total	mean	St.devaition
		strongly disagree	disagree	undecided	Agree	Strongly Agree			
	provide me the necessary support in executing the	%	1.5	13.3	62.2	10.2	100		
Grand Mean		3.53							

Source: survey Questionnaire (2018)

As indicated in table 4.5, Participants of the study were asked about the resources provided to them to execute their job and they provided their answer as 114 (58.2%) agree, 14 (7.1%) strongly agree, the other 29 (14.5%) and 10(5.1%) of respondent were agree and disagree respectively. The rest 29(14.8%) were neutral. In this regard almost 65.3% respondents got the necessary resources. The mean score 3.47 indicates that majority of respondent agreed on ideas of provision of required resources to do their job.

Concerning the regular feedback of supervisor about employee’s performance the researcher forwarded a question to see the respondent’s level of agreement. Most of the respondents which is 104 (53.1%) were agreed on the issues and around 37 (18.9%) respondents said that disagree and undecided on regular feedback of supervisor about their performance. As we observed from the mean score 3.36 there are monitoring and giving feedback from supervisor but, somewhat there were gaps of continues monitoring of employees and gives feedback regularly. According to the information obtained from middle level managers through interview lack of awareness about performance management and lack commitment of supervisor on continues coaching, monitoring and gave regular feedback based on the gaps of employee performance are the challenges related to the raised questions. From this finding we hander stood that there is the gap among employee and supervisors to communicate regularly. As most authors agreed providing feedback is the most common justification for an organization because employees will learn how well they did the task over the period and then use the information to improve their performance in the future. Therefore from the above data the researcher believes that there is a significant gap between the management and employees on the way they think giving feedback regarding employee’s performance regularly.

Respondents also asked about the encouragement on open discussion with respect to performance related issues based on this 112 (57.1%) of the respondents are agreed that there is open discussion on performance issues. whereas 29 (14.8%) respondents said neutral and the other 31 (15.8%) of were totally disagree on the issues. The mean score 3.56 indicates that majority of respondent encouragement and open discussion with supervisors on the issues of performance. But, still there were gaps of encouragement and open discussion with supervisors on the issues of performance.

For the question raised by the researcher regarding Provision of regular updates on progress toward goal achievement in terms of results from the supervisor 107 (54.6%) believe that they have got regular updated support from their supervisor while, others 38 (19.4%) of the respondents did not get updated support towards the achievement of result. The remaining 26(13.3%) of respondent were neutral on this provided questions. The mean score 3.46 indicates that majority of respondent have got regular updated support from their supervisor. But, still there were employees who have not got updated support from their supervisor. This also shows that in some case there was gap on supervisor to support employee in a better way and contribute for the development of the organization. The purpose of supervisor in an organization is to supervise the work that should be done and to support his/her subordinate in every aspect for the smooth accomplishment of the day to day activities.

Respondents were also asked on having responsible about performance execution in organizational 111 (56.6%) and 24(12.2%) of the respondents agreed and strongly agreed on the issues respectively. Whereas 35 (17.5%) respondents were neutral and 23 (11.7%) and 3 (1.5%) of respondent disagree and strongly disagree respectively on the raised questions. The mean score 3.66 show that majority of respondents agreed on ideas they have responsibility about performance execution in organizational. This analysis shows us that there are gaps to practice uniformly all over the organization. Because most of them are informed and some of them are not and this will affect the performance of the organization.

Regarding the support of teammates in executing the planned performance 122(62.2%) of respondent were agreed and 26 (13.3%) strongly agreed. The other 25 (12.5%) and 3(1.5%) of respondent explained their disagreement and strongly disagreement respectively on this issues.

As we observed the above table 4.4, the grand mean score of Execution of performance management based on the sub components have score of 3.53 Grand mean values. Under this component provision of required resources to do their job (Mean=3.47), continues monitoring and support and giving feedback regularly from supervisor (Mean =3.36) were registered lower mean score as compare to the other sub variable as well as the grand mean values of Execution performance management major component. This shows that one of intervention areas that should be further improved.

4.2.5. Performance management Gaps in MOPSHRD

The performance management gaps in organizations have many dimensions in today's business environment and creating focused initiatives to fill these gaps are not a silver bullet approach. In many cases remuneration schemes are driving the performance system, which creates a number on long term consequences in organizational behavior and culture. In other cases senior management are so focused on scorecard management to hold people accountable that the creation of the scorecard is not aligned with business focus areas, but rather a number of deliverable projects and tasks. Based on the information from interview of middle level managers the followings were the major gaps that shown through the implementation of the performance management in the organization.

- There are knowledge and skill gaps about cascading of organizational objectives down to the individual level employee. In addition, the finding of interviewed from middle level managers shown that misunderstanding how to cascade, failing to properly prepare objective commentary, failing to assign lag and lead indicators to each objective were the major Gaps of the organization regarding strategic objectives of the organization.
- The other Gap in the organization was Unrealistic evaluation performance standard to evaluate employees, departments and organization performance. This leads to Subjectivity of performance evaluation problem which exhibits during performance evaluation periods.
- There was Gap from management side to support continuously through providing necessarily resource on time that helps to achieving the planned organizational objective and practicing the performance management in their organizations

- There is Inadequate training and development opportunities for employees to fill the performance gaps in their organizations. And also the practice of the performance management system in the organization Lack adequate reward to encourages better performers of employees.
- There is no implementation of automation system that helps to manage BSC planning and result recording, organizing, and analyzing the performance evaluation data.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

Hereunder, in this chapter summary of the major findings, conclusions and recommendations Originated from the analysis, discussion and interpretation of the data that collected through Questionnaire and interview based on opinion of employees on the practices of performance management at ministry of public service and human resource development.

4.1. Summary of the Major Findings

As a result of having gone through the analysis and interpretation of the data obtained from both the questionnaires and interview, the following are major summary of findings

- J The majority of respondents result indicates that they have awareness of the organization's mission, vision, strategic objective and values and the individual goal of employees and day to day operational activities aligned with their business process as well as the organization strategic objectives strategy. In addition the finding also indicates that majority staffs have the necessary skills and competencies to achieve their individual goals and objectives. This shows that efforts were made in providing, guiding and support to creating awareness about Vision, Mission and Values. As a result employees understand and clearly know the vision, mission and Values that help employees to involve in the implementation process.
- J The results from nearly half of the respondents indicated that goal setting the organization was carried out with the discussion between the employee and the performance planning of organization comprises personal development plan. The Performance management Practice of the organization creates a participative environment. In this case there are employees who dissatisfied about the participation. So, there are the gaps of participation for all employees. Leaders create participative working environment and guidance on the job. If there is no Share of information clearly and regularly about the organization adversely affect on the commitment of employees in the implementation process.
- J The result from majority of respondents implied that there was participation of appraising the performance teammates/colleagues and supervisor frequently monitors the performance of the employee and gives feedback regularly and they also confirmed that the supervisor

encourage the employee to discuss with respect to performance related issue and Provide regular updates on progress toward goal achievement in terms of results.

- J The majority of respondents indicate that employees are the primary responsible body for performance execution. But, there was gap of proper cascading of strategic objectives down to individual level of employee. From the study it was also identified that the set of evaluating performance standard were Unrealistic to evaluate the performance and Lack clear performance evaluation criteria. There were also inadequate training and development opportunities for employees to fill the performance gaps.
- J From the study, it was also identified that Subjectivity in performance evaluation was the problem which exhibits during performance evaluation periods and the supervisor monitor the employees with lack of adequate feedback to fill the performance gaps. There was no linkage of the performance evaluation with reward to encourage the better performers. There was no implementation of automation system that helps to manage BSC planning and result recording, organizing, and analyzing the performance evaluation data.

4.2.CONCLUSION

The aim of this study was to assess the performance management practices of MOPSHRD. The organization is on the average doing a good job in managing its performance management system. There are some areas that are highly rated and others that are not so highly rated. The level of agreement awareness on organizational mission, vision, strategic objectives by respondents of employee can be sited as an example. Concerning the individual goal is alignment with organization goals most of the respondents have a strong agreement. On the other hand, majority staffs have the necessary skills and competencies to achieve their individual goals and objective. On the other dimension the study found out that there was participation of appraising the performance teammates/colleagues and supervisor frequently monitors the performance of the employee and gives feedback regularly. Evaluating performance standard were Unrealistic to evaluate the performance and Lack clear performance evaluation criteria. From the study it was also identified that Subjectivity in performance evaluation was the problem during performance evaluations period. There was no linkage of the performance evaluation with reward to encourage the better performers. Despite allocating resource there were gaps of provision resource on time for works. There was Inadequate training and development opportunities for employees to fill the performance gaps.

4.3.Recommendations

On the basis of the findings and conclusions, the student researcher has forwarded the following recommendations.

- J Management body should be creating continues awareness on the organization mission, vision and objectives for all staff members in the implementation of the performance management system.
- J . Performance planning should be the actively participate of employees during the design and implementation of the plan as it is a crucial element of performance management system to ensure success. The organization also creates a comfortable situation where employees can prepare their own self development goals, involvement in the discussion and to take ownership of the plan agreement.
- J MOPSHRD should use the strong performance management practice to strengthen the relationship between the supervisor and employee by implementing continues monitoring and support system, motivational scheme, creating transparency, avoiding subjectivity of performance evaluation, and improving employee's attitude by giving training and development in order to fill the competency gap of employee's altitude, knowledge and skills especially in performance management system.
- J Supervisor should be trained in providing feedbacks, mentoring and coaching their employees, and on improving their time management skills. Employees should be told when they are doing right and when they need to improve their performance with the appropriate support from their supervisors.
- J The capacity building plan should be designed to fill the gap of skill, knowledge and attitude that is relevant to the role. And enough resource should be allocated by the organization to provide the planned development and training activities.
- J MOPSHRD management should be responsible by seeking feedback and coaching from others and find opportunities for meetings with staff that matches with the organization culture to create openness, transparency and clear communication in all direction to get the desired result of performance management

- J The set of evaluating performance criteria should be realistic, clearly defined and objective oriented to evaluate the performance of employee in the organization.
- J Whenever there is a change in organizational goal each and every one of the staff have to be informed about the change and accordingly adjustment should be made by cascading the new organizational goal to the goal of departments and individuals.
- J The organization should be strengthening the understanding of performance management at all level in the organization and support the system with automation. This makes the performance management system more flexible and reliable and also to reduce inflated performance results.

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APPENDIX

ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF PUBLIC ADMINISTRATION AND DEVELOPMENTAL MANAGEMENT

Closed ended Questionnaire to be filled by Employees of Ministry of Public Service and Human Resource Development

Dear Respondent,

The purpose of this questionnaire is to collect primary data for conducting a study on the topic, "Assessment of Performance Management Practice and system of Ministry of Public Service and Human Resource Development "as partial fulfillment to the completion of the Masters in public Management and policy at Addis Ababa University College Business and Economics.

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

General Instructions

) No need to write your name

) In all cases where answer options are available please tick () inside appropriate box under the numbers and explain you're thought based on given open ended questions in the space provided under the questions.

Thank you, for your cooperation and timely response in advance

Part I – General Information

1. Gender :

Male Female

2. Your Age:

20-30 years 31 – 40 Years 41-50 Years >50 Years

3. Your Educational status:

Diploma First degree Master's Degree PhD

4. Your total service in the current organization

0- 5 Years 10Years 15 Years 6-20Years

Above 20 Years

5. To which category does your position fall?

(A) Managerial (B) Supervisory/Team Leaders (C) expert (D) Other support staff

No	Description	Ratings scale				
		Strongly Disagree	Disagree	undecided	Agree	Strongly Agree
		1	2	3	4	5
I	Organizational Strategy alignment					
1	I am fully aware of the organization's mission, vision, strategic objective and values.					
2	My individual goal is aligned with the strategic objective of my business process/work unit as well as the organization					
3	I am clear about what my job responsibilities are and what is expected from me.					
4	In MOPSHRD goal setting is carried out with the discussion between the employee and the leaders					
5	The goals set or me support to achieve the strategic objective of the business process/work unit as well as the organization.					
6	I believe that a performance management system is a systematic process for improving organizational performance by developing the performance of individuals and teams					
7	I understand how my role contributes to the overall organizational goals and objectives.					
II	Performance Planning					
1	The section in which I am employed has clear goals and objectives					
2	The personal objectives Include results, behavior and development plan					
3	My supervisor and I reached to an agreement about my development plan to enhance my performance					
4	I have a clear understanding of the level of performance that is expected of me.					
5	I have the necessary skills and competencies to achieve my individual goals and objectives.					
6	The mechanisms to improve future performance have been					

No	Description	Ratings scale				
		Strongly Disagree	Disagree	undecided	Agree	Strongly Agree
		1	2	3	4	5
	clearly specified in performance planning					
7	The performance planning of my organization comprises personal development plan.					
III	Performance Execution					
1	My supervisor provides me the required resources to do my job.					
2	MY supervisor frequently monitors my performance and gives feedback regularly.					
3	My supervisor encourages open discussion with respect to performance related issue.					
4	My supervisors Provide regular updates on progress toward goal achievement in terms of results.					
5	I am the person who is primarily responsible for performance execution.					
6	My colleagues/teammates provide me the necessary support in executing the planned performance.					
IV	Participation of employees in performance planning					
1	I take part in performance planning process.					
2	The Performance management Practice of the MOPSHRD creates a participative environment.					
3	I am allowed to participate in appraising the performance of my teammates/colleagues					
4	I am allowed to participate in appraising my own performance					
5	I feel free to express to my appraiser, my disagreement regarding the performance decisions.					
6	Your Manager allows you to provide feedback on her/his management style and performances.					

Semi-structured interview questions for officials holding managerial positions

Dear, Respondents,

Thank you for devoting your valued time in answering the questions. Your input is required for academic purpose and will be kept confidential. The entire process will take only few minutes.

1. How would you describe MOPSHRD performance management system?
2. Do all employees informed about the mission and vision of the organization?
3. Does the specific job performed by an individual is linked with the strategic objective of the organization?
4. In your opinion, what areas require immediate attention to resolve the challenges faced with the organization's PMS?
5. How would you describe the way in which the PMS is communicated at MOPSHRD?
6. How do you explain the gaps of faced during cascading of corporate goals to individual's goals?
7. Do you think the current organizational culture at MOPSHRD facilitates performance management process?
8. What are the gaps of giving feedback on performance in MOPSHRD?
9. In your opinion, What other gaps have affected implementation of performance management at MOPSHRD
10. What is your recommendation for improvement of performance management system at MOPSHRD?