UNIVERSITY OF CAPE COAST

STAFF PERCEPTION OF EMPLOYEE PERFORMANCE APPRAISAL

SYSTEM: A CASE OF THE WESTERN SECTOR OF GHANA

TELECOMMUNICATIONS COMPANY LIMITED

CHRISTIAN YAO ASEMSRO

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BY

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MANAGEMENT

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: ………………………   Date ……………………….

Name: Christian Yao Asemsro

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: …………………….   Date:………………………

Name: Prof. J.V. Mensah

ABSTRACT

Employee Performance Appraisal (EPA) is one way to review the performance and potential of staff. It is a crucial activity of the personnel function and the management of staff, for it enables employees know exactly what is expected of them and provides a yardstick by which their performance are measured.

Several appraisal formats exist and each has its strength and weaknesses. However, an appraisal system can only be effective if both supervisors and subordinates perceive it for its essential rationale. This study set out to examine the employee performance appraisal system with the view to identifying areas of its strengths and weaknesses and for the purpose of improving it.

The study selected the Western sector of the Ghana Telecommunications Company Limited operational area which consists of Central and Western Regions and derived a random sample of 150 respondents from the total workforce of 685. An interview schedule was used as the data collection instrument.

The main findings of the study is that the rationale behind the appraisal system was unknown to the majority of respondents, had no inbuilt feedback mechanism and was full of favouritism. The system therefore, had the tendency to generate conflict. It was thus concluded that the EPA was not effective. The recommendation is that management should intervene to educate the workforce on the policy rationale for the appraisal exercise.

ACKNOWLEDGEMENTS

DEDICATION

To my wife and children; Peace, Eric, Chris and Amanda.

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ACRONYMS

ACAS	Advisory, Conciliation and Arbitration Services
EPA	Employee Performance Appraisal
C4	Care For You
CWU	Communications Workers Union
EPA	Employee Performance Appraisal
GT	Ghana Telecom
HR	Human Resource
HRM	Human Resource Management
MBO	Management by Objectives
MSLC	Middle School Leaving Certificate
PA	Performance Appraisal
PMS	Performance Management System
P&T	Post and Telecommunications
PWD	Public Works Department
SBU	Strategic Business Unit
SMART	Specific, Measureable Achievable, Realistic and Time Bound
SPSS	Statistical Product for Service Solution
TQM	Total Quality Management
US/OPM	United States Office of Personnel Management

CHAPTER ONE

INTRODUCTION

Background to the study

The issue of Employee Performance Appraisal as an important component of Employee Performance Management has become an essential area of concern, especially in the 1990s and early 2000s as employers want to get the best out of their employees in order to achieve corporate objectives.

The phrase "Employee Performance Appraisal (EPA)" does not lend itself to a single definition. It is the periodic, formal assessment of employee's work achievement as a basis for future actions and decisions (Tyson and York, 1993: 153). De Cenzo and Robbins (1996) defined Employee Performance Appraisal as "a formal process in an organisation whereby each employee is evaluated to determine how he or she is performing". Two definitions that have also gained currency and which have relevance to this study are those provided by the United State Office of Personnel Management (US/OPM) and the Advisory, Conciliation and Arbitration Services (ACAS).

Employee Performance Appraisal refers to "all periodic written assessment of job performance measured against responsibilities, goals and/or tasks, specific duties assigned and agreed to as well as identification of strengths and weaknesses demonstrated by employee's potential and training or

development needs (US/OPM, 1980). Thus, Employee Performance Appraisal "regularly records an assessment of an employee's performance, potential and development needs. The appraisal is an opportunity to take an overall view of work content, load and volume, to look back on what has been achieved during the reporting period and agree on objectives for the next (ACAS , 1991: 3).

An analysis of the above definitions reveals that Employee Performance Appraisal:

- is a regular and systematic procedure which is applied according to pre-determined rules;

- involves the collection of information on employee and its assessment in an attempt to be objective, accurate and fair as possible;

- is information collected and distributed is used to increase individual/employee and organisation effectiveness and efficiency;

- involves at least two people namely; the subordinate and supervisor or the appraisee and appraiser; and

- is a management tool for the development and growth of employees. Thus subordinates, supervisors, management and indeed the organization as a whole is involved.

According to Wright et al (1996), the purpose of Employee Performance Appraisal is to fulfill three main issues viz: strategic, administrative and developmental. Strategically, it is to link employee's activities with achievement of the organization's goals. Management do appraise primarily by defining performance standard and types of behaviour that, if achieved, will help the

organisation reach its goals. Routinely it provides information for many administrative decisions, for example, pay increases and promotion, deciding whether to retain, terminate or lay off employee and recognising superior performers. Developmentally, it is to help the employee become more effective because it provides feedbacks to the employees about how managers/supervisors view their work. Employees and Management together can then find strengths and weaknesses, look for causes, and identify ways to correct problems and build on strengths.

Ghana Telecommunications Company Limited or Ghana Telecom (GT) recognises that its success in today's competitive and globalised environment depends largely on the organisation's human resource base. Employees with the right skills, knowledge, attitude, relational abilities, judgment and influence among others will help the company to achieve its corporate and tactical/operational objectives.

In the light of the above, and also to attract, engage and retain the right calibre of human resource, the company has put in place effective and efficient management practices, resourcing, selection and placement procedures and techniques as well as training and development programmes. Ghana Telecom also has put in place compensation and benefit facilities, employee and labour relations (peace), structures health, safety and security systems with the aim of motivating the workforce to enable them put up their best at the work place.

Statement of the problem

Ghana Telecommunications Company Limited Employees Performance Appraisal system categorises the employees into Senior Staff (Level 8 to 3) and Junior Staff (Level 12 – 9). As a result, two different Employee Performance Appraisal Forms are designed for these categories of staff.

The Contribution Assessment portion of the Senior Staff Appraisal Form which constitutes 70% of the total rating of the senior staff requires Departmental Heads or Controlling Officers to set targets for all senior staff under their control. Even though these Controlling Officers were given adequate training on how to perform this task, most often they are unable to set targets for their subordinates and make recommendations. It is also expected that Controlling Officers and their subordinates identify their subordinates potential, determine the subordinate's development plans and also identify the subordinate's managerial potential but this is rarely done. The study may identify the difficulty associated with this important aspect of the Company's Employee Appraisal system.

One important problem with GT Staff Performance Appraisal is the high rate of subjectivity associated with it, as the performance of employees are measured on issues such as: conduct, alcoholism, respect, physical fitness and even whether the officer grumbles when assigned duties.

The general problem with Ghana Telecom's Employees Performance Appraisal system is the continuous high level of interpersonal conflict and tension it generates between supervisors and subordinates and sometimes between

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Communications Workers Union (CWU) and the Management of GT over subordinates ratings.

The situation is leading to a decline in the overall performance of the company as employees claimed to be de-motivated by the existing PAS to put in their best. The problem is likely to have serious negative impact on the company now that GT has introduced "promotion out of the turn" in addition to the wholesale promotion of employees every four years after attending an interview. Promotion out of turn means that, any employee/staff whose performance is rated "Exceptional (90-100) or Excellent (80-89%) by his/her supervisor can be recommended to the HRM Department for promotion.

Consequently, one of the problems facing the HRM Department is whether to use Employee Performance Appraisal results to make decisions, as almost all the employees are always rated by their Controlling Officers as excellent performers for obvious reasons. Perception guides our behaviour because the way we perceive things determines our actions. Thus, the manner employees of GT perceive the Company's Employee Performance Appraisal system influences the way they treat the exercise. However, little or no study has been done on this topic and hence the need for the study.

Objectives of the study

The general objective of the study is to examine employees' perception of the Ghana Telecom Employee Performance Appraisal system for the purpose of improving the overall performance of the company.

The specific objectives of the study are to:

- explain the rationale of the existing employees performance appraisal system;

- identify the usefulness of the existing system;

- examine staff perception of the Ghana Telecom Performance Appraisal System;

- determine the socio-economic factors that influence staff perception of the Performance Appraisal; and

- make recommendations for the purpose of improving the Company's Employees Performance Appraisal System.

Research questions

The study aims to answer the following questions:

- What is the rationale of the existing Employee Performance Appraisal System?

- What is the usefulness of the existing system?

- How do the staff perceive the Performance Appraisal system?

- What socio-economic factors influence staff perception of the Performance Appraisal system?

- How can GT's Employee Performance Appraisal System be improved?

Relevance of the study

The study is expected to produce results which will reveal the strengths and weaknesses of Ghana Telecom's Employee Performance Appraisal. It will also assist help policy makers, managers and junior staff to understand the issues involved in Employee Performance Appraisal. The findings should contribute and enrich the growing knowledge in Employee Performance Appraisal.

Organisation of the study

The study is organised into five chapters. Chapter One deals with the introduction which covers background, statement of the problem, objectives of the study, research questions, relevance of the study and organisation of the study. Chapter Two focuses on the literature review. It focuses on issues on perception, management of performance of organization, employee performance appraisal as a management technique, traditional methods for appraising employee's performance, forms of employee performance appraisal, employee appraisal document/form, employee performance feedback, conditions necessary for effective employee performance appraisal and six point steps in employee's performance appraisal are discussed.

The third chapter deals with research methodology, which presents the study design, study area and population, sampling procedure, data collection techniques, data processing and analysis. The fourth chapter discusses the results. The final chapter, presents summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

This chapter reviews the literature on performance appraisals as a management technique to control performance in organisations and the different types of rating systems available for this purpose. The influence of subjective perceptions of appraisal systems is also discussed.

Explanation of perception

Perception is the primary process by which human beings obtain knowledge about the world. It is a process of receiving information about and making sense of our environment. It includes deciding which information to notice as well as how to categorise and interpret it (McShane and Von Glinow, 2000: 166). It involves the activity of our sense organs such as feeling, hearing, seeing, smelling and tasting. It is a cognitive process that enables us to interpret and understand our surroundings (Krietner and Kinicki, 2001).

Perception is a way of interpreting, organizing and elaborating on the raw materials of sensation. It is subjective and it varies from one person to another (Crooks and Stein, 1991). Even though the message differs from individuals, the process by which sensory information reaches the brains is the same. As

employees of GT are actually involved in making sense out of what system they find themselves, they put their own stamp on their interaction and interpretation of the system including their Performance Appraisal system.

Factors which can influence the way employees of GT perceive the company's EPA system include attitude, knowledge, expectation, motivation and attention and these can have either positive or negative effect on the company. An attitude "is a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given subject" (Krietner and Kinick; 2001: 152). This implies that attitudes are thoughts and feelings that encourage us to act as if we like or dislike something. Again, our attitudes determine what we think or believe about something, how we feel about it and how we act towards it.

Employees perceptions are also shaped by organisational culture which includes shared values, norms, rules and regulations, policies and procedures. Expectation guides perception and can arise from personal and other people experience and desires. Knowledge on how the staff of GT perceive the company's EPA system will help management to achieve the intent and purpose of the system. The more knowledgeable the employees are about the company's EPA system the better it will be for the company to achieve its employees management objectives and for that matter, the organisational objectives.

Managing the performance of organisations

It is incumbent on management to evaluate an organisation's performance and progress. Management need to stay on top a company's situation, deciding

whether things are going well internally and monitoring outside development closely. "Superb performance or little progress, as well as important new external circumstances, call for corrective actions and adjustments. Long-term direction may need to be altered, the business redefined, and management vision of the organisation's future course narrowed or broadened or radically revised" (Thomson and Strickland; 1998: 3 – 25).

Performance targets may need raising or lowering in the light of past experience and future prospects. Strategy may also need to be modified because of shifts in long-term direction, because new objectives have been set, because some elements are not working well, or because of shift in market conditions and customer preferences. Likewise, one or more aspects of implementation and execution may not be going well as intended.

Budget revisions, policy changes, re-organisation, personnel changes, revamped activities and work processes, cultural changing efforts and revised compensation practices are typical managerial actions and may have to be taken to hasten implementation or improve strategy execution.

A company's vision, objectives, strategy and approach to implementation are never final; appraising performance, monitoring changes in the surrounding environment, and making adjustments are normal and necessary parts of the strategic management process.

Even though Thompson and Strickland (1998) recognised the importance of performance appraisal especially for the purpose of corrective action(s), their

discussion was mainly on the organization as a whole and not specifically on how the individual employee in the organization performance should be appraised.

Wright et al (1996: 442 – 448) noted that, once a company has acquired human resources, it must assess their contributions to strategic success. According to them, the traditional way of assessing employee's work in the U.S involves identifying the outputs of individual employee though, there are other measures like outputs of work groups and the cooperation of group members. They observed that, organizations which use strategic approach to HRM see assessing employee's work as part of performance management.

Employee performance management is "the means through which managers ensure that employee's activities and outputs support the organisation's goal (Mullins, 1999). Employee performance management includes defining with the employee what performance is desired, measuring actual performance and providing feedback to the employee. Employee performance management when done well, can promote positive work attitudes, support employee motivation and improve the accuracy with which employees and the managers perceive the employee's efforts.

Wright et al (1996) observed that, the traditional source of information about employees' performance has been their supervisors. Here, the bureaucratic, hierarchical approach to management is applied where the managers decide what employees should do and determine how well they are performing. However, useful performance information can also come from colleagues, subordinates,

customers and the employees themselves. A combination of downward, lateral, upward and self-appraisals is what is referred to as the 360 degree feedback.

Employee performance appraisal as a management technique

Tyson and York (1993: 153) traced the origin of Employees Performance Appraisal (EPA) in England to the public sector employment such as the Armed Forces and the Civil Service and now widely used by many companies both public and private.

Employees Performance Appraisal (EPA) is one of the techniques in assessing employees. It is an essential stage in the general process of systematic management, which is based on fundamental questions such as; What aim has to be achieved?, How can the aim be best achieved?, Has the aim been achieved?, if not why?, What changes and actions need to be made and taken in the future? These questions apply not only to a company but also to the various departments or sections within that company and the individual employees alike.

Tyson and York (1993:158) emphasised that for any employee performance appraisal system to be effective, three requirements must be met. First, the employer should define the requirement for effective performance of the job. Second, supervisors should discuss the job regularly with their subordinates, and third, there should be time period and place agreed by the supervisor and subordinates for appraising the subordinates performance.

The broad outlines for employee performance appraisal should cover questions such as; Are the job description, objectives, component task, method

and resources satisfactory? If not why?, what changes are needed and precisely what action should be taken by whom, how and why?, Are objectives set achieved?, What are the actual evidence from work-performance indicating success or failure? And finally what action has been agreed to be taken by whom, how and when?

They also stressed on the fact that, EPA should be a joint venture between both superior and subordinates and the key issue to be assessed should be job-related, current performance and future needs. Employees should be appraised on observable, and measurable evidence from actual work rather that abstract qualities.

Cole (1997) observed that only a minority of activities in personnel management are concerned with appraising employees as individuals. In many cases, instead of focusing on how the job-holders are doing on the job, many HRM authors and practitioners rather pay attention to job evaluation, structures, procedures or people in groups. Appraising individuals in terms of their job performance is a delicate and complex one. This requires a quality of managerial judgement which places a considerable responsibility on managers involved. In support of this assertion, he quoted Druker (1954) who enthusiastically wrote "To appraise a subordinate and his/her performance is part of the manager's job. Indeed, unless he/she does the appraising himself/herself, he/she cannot adequately discharge his/her responsibility for assisting and teaching his/her subordinates".

Managers are therefore, responsible for achieving results. These results are obtained from the management of human, material and financial resources, all of which require proper planning, organising, directing, implementing and controlling.

Traditional methods for appraising employees' performance

Wright et al (1996) also looked at some of the traditional methods for appraising employees' performance and their pros and cons. These methods include: Comparative Performance Measures, Measurement of Attributes, Measurement of Behaviours, Measurement of Results and the Total Quality Approach. Comparative Performance Measures refer to a system of either ranking employees in a group from the best to the worst performers, or putting a certain percentage of employees into each of several predetermined categories for example, rating 5% as exceptional (Forced distribution) or comparing each employee in the group with every other employee, the employee rated higher in each pair receives a score of 1, with the total points being the employees performance rating (Paired – comparison).

The Comparative Approach (i.e. Ranking, Forced Distribution and Paired Comparison) differentiates employees according to performance. They counteract the tendency to give all employees high ratings and so are useful in supporting administrative decisions. However, comparative measures are not linked directly to an organisation's strategic goals. Also because the rankings are subjective, some ratings may reflect rater's biases and because they do not

describe specific behaviours, they are of little use in providing feedback for employees' performance improvement.

Attributes measures of performance specify the extent to which employees have desired characteristics or traits. For example, the rater might score an employee's knowledge, initiative and dependability of the job on a scale of 1 to 5 (with 1 indicating unacceptable levels and 5 exceptional). These forms of measures are relatively easy to develop and apply mostly to a wide variety of jobs, hence the most popular method of appraising employees. However, it is difficult to prove that they measure traits relevance to successful job performance. Also deciding whether an employee is "cooperative" or "dependable" is subjective. Attributes Measures are rarely linked to strategy and provide little guidance on how employees can be more effective.

Measurement of Behaviours method defines which kinds of behaviours are desirable. The rater is asked to identify to what extent an employee exhibits those behaviours. Here, statements describing interpersonal skills, job-related skills and so on are made. For example, "I like the way Mr./Mrs. A or B handles himself or herself at a meeting. And the rater indicates, whether he or she strongly agrees, disagrees, strongly disagrees or cannot judge.

Measurement techniques that focus on behaviour can be linked to strategy implementation. However, they assume that there is one best way to do a job and that the people preparing the rating criteria know what that best way is. For complex job especially, several methods may achieve results. Also, the optimal behaviours may frequently and rapidly change. In such situations, the

organisation is better served by a performance measurement system that leaves employees more freedom in selecting behaviours.

Measuring results of an individual's or group's work assumes that results indicate best the contribution of the employee or group to the organization. One of the best way to appraise employee performance is to use Peter Druker's Management by Objectives (MBO), a process in which managers define strategic goals for the year, then managers and employees set objectives to reach those goals. Employee is then appraised in terms of whether or not the employee met his or her objectives.

These objectives should be Specific, Measurable, Achievable, Realistic and Time bound (SMART). This means that, an objective or a target must be specific so that there will be no misunderstanding as to what it is that must be accomplished, an objective must be measurable so that any body can measure to determine whether it has been achieved or not, it must be challenging, yet achievable. It should neither be too easy nor too difficult to achieve. Objective again, must be realistic in the sense that, it must be set, keeping in mind resource limitations and finally, it must have completion date since this makes it easy for anyone to know when to appraise the performance of the employee.

According to Mullins (1999), research shows that the use of MBO is linked to increase in productivity, with productivity gains being highest when top management is committed to the programme.

Those who embrace Total Quality Management (TQM) claim that most performance management systems emphasise quantity rather than quality. They

also hold employees accountable for results over which they have limited control, employees also have a limited share in financial rewards when their efforts succeed, and rewards given to employees tend not to be linked to business results like profit levels. Advocates of TQM including W.E. Deming, J. Juran and P.B. Crosby focus on providing feedback in areas where employees can improve subjective feedback from managers, peers and customers about employees personal qualities such as attitude, initiative, cooperation, communication skills and so on, as well as objective feedback based on the work process and gathered with statistical quality control methods (Armstrong, 1991). TQM emphasise how well the system is working rather than just the individual. It tries to find out whether employees are using efficient processes and to identify the sources of undesirable results.

Forms of employees' performance appraisal

Cole (1997) categorised employee's performance appraisal into formal and informal. Informal appraisal he explains, is the continuing assessment of an individual's performance by his/her manager in the normal course of work. It is of an adhoc nature and mostly influenced by intuitive feelings and not by actual evidence of results. It is a natural by-product of the day-to-day relationship between a superior and subordinate. Formal appraisal on the other hand, is an assessment of employee's performance in some systematic and planned way. It is more rational and orderly.

Cole (1997:245) in a model emphasised that, any systematic approach to employee performance appraisal will begin with a preparatory stage which is completion of appropriate appraisal form. This will be followed by an interview, in which the superior discusses progress with the subordinate. Action then takes place in the form of a job improvement plan, promotion to another job or increase in salary.

Employees' appraisal document/form

Cole (1997) mentioned that there are various ways by which this form can be devised. However, the following key elements should be considered; the focus of the appraisal, i.e. the job or the job-holder, the performance criteria selected and the performance rating used. Where the appraisal focuses on the job, the appraisal form is more likely to ask the appraiser to look for success in achieving job targets or objectives than to comment on the job-holder's personal attributes as in Table 1. Where the focus is on the person rather than on the job, the appraiser is expected to give an account of the job-holder's qualities and attributes rather than of his or her relative success in achieving results. In this case, personal attributes such as leadership, initiative, judgment, decision-making ability, customer awareness, self-discipline, technical-knowledge, quality of work, diligence will constitute areas of assessment.

Measurement, relevance and subjectivity are some of the difficulties Cole (1997) identified with this form of assessment. For example, how can a manager fairly assess qualities of leadership or judgment in a subordinate? How central to

success are diligence? Also, hard work cannot be said to be synonymous with efficient work.

Table 1: A typical results-oriented appraisal form

Company: Office Equipment Sales
Position: Managing Director

Key Result Areas	Targets Set for the Period	Achieved	Evidence	Notes
Profitability	Increase profit: sales ratio by 5%	Yes	Annual Accounts	Price-cutting by all competitors
Market Share	Maintain present market share at 15%	No (13%)	Industry Statistics	
Sales	Achieve gross sales of £150M	No (£148M)	Annual Accounts	
Delivery	Reduce average delivery time to four weeks	Yes	Customer Accounts	
Staff performance	Ensure staff costs do not exceed 55% of total expenditure Financial year	Yes	Annual Budget Summary	

Source: Cole (1997: 249)

Referring to the above personal attributes, McGregor in 1960 wrote "If we then take these somewhat questionable data and attempt to use them to make fine discriminations between people for purpose of salary administration and

promotion, we can create pretty picture, but one which has little relation to reality" (Armstrong, 1991).

Cole (1997) concluded his discussion on Employee Performance Appraisal by saying that, the way forward to reality for many organizations is to take the job duties and responsibilities as the focal point of appraisal. This recommendation should be accepted by all including the management of Ghana Telecom because with this approach, emphasis is placed on results achieved as against standard/target set between the appraiser and the appraisee and also taking into account the situation in which the work was done.

De Cenzo and Robbins (1996:319 – 348) defined performance appraisal as a formal process in an organization whereby each employee is appraised to determine how he or she is performing. Employee Performance Appraisal, in their view, is crucial for three main reasons; to tell employees how they had done their work over a period of time, to let them know what pay raise they would be getting and also for development and documentation concerns.

These authors were right to point out that employees performance appraisal should be an integral part of an organization, meaning that, properly developed and implemented, employee's performance appraisal process should be able to help an organization achieve its strategic and tactical objectives since this exercise helps in developing productive employees. Furthermore, EPA must be objective and job-related in the sense that they must be reliable and valid.

In support of the above, De Cenzo and Robbins (1996) postulate a model for assessing the performance of employees as follows:

- Establish performance standard.

- Mutually set measurable goals.

- Measure actual performance.

- Compare actual performance with standards.

- Discuss the appraisal with the employee. If necessary, initiate corrective action.

Employees' performance feedback

Wright et al (1996) defined Employee Performance Feedback (EPF) as a formal process of sharing performance information with employee. To make EPF most effective, the supervisor should do the following: give feedback every day, not just once a year; ask the employee to rate his or her performance before each performance feedback session; encourage the employee to participate in each performance feedback session; recognize effective performance through praise; focus on solving problems, rather than criticising and blaming; focus on providing feedback about behaviour and results, not about the person's worth; agree to specific targets and set a date to review progress.

Managers and supervisors often dislike giving EPF, especially when it is about an employee's deficiencies but this task is essential for employee's training and development. It could be seen that Wright et al (1996) gave a vivid and accurate accounts on EPA with particular emphasis on goal setting for each employee, tracking/monitoring and review the goals periodically; areas most authors on HRM did not cover and most organisations pay very little attention to.

Factors affecting effective employee performance appraisal

De Cenzo and Robins (1996) identified five main factors that can distort employee performance appraisal namely Leniency error, Halo error, Similarity error, Low appraiser motivation and Central tendency.

Every appraiser has his or her own value system that acts as a standard against which appraisals are made. Relative to the true or actual performance an individual exhibits, some appraisers mark some subordinates high and others low. Leniency Error could thus be positive or negative.

The Halo Error or effect is a tendency to rate high or low an appraisee on all factors due to the impression of a high or low rating on some specific factor. If an employee tends to be conscientious and dependable for instance, his appraiser might become biased toward that employee to the extent that, he/she will rate the employee positively on many desirable attributes.

When appraiser rates other people in the same way that the appraiser perceives him or herself, the appraiser makes an Error of Similarity. Low Appraiser Motivation also distort EPA because if the appraiser knows that a poor appraisal could significantly hurt the employee's future for example, opportunity for promotion or a salary increase, the appraiser may be reluctant to give a true or realistic appraisal about the employee.

The reluctancy to make extreme ratings in either direction low or high is what is referred to as the Error of Central Tendency. Here, the appraiser continually rates all employees as average.

Conditions necessary for effective Employees Performance Appraisal

De Cenzo and Robins (1996) stressed that in conducting performance appraisal, supervisors should:

- prepare for, and schedule the appraisal in advance.

- create a supportive environment to put employees at ease.

- describe the purpose of the appraisal to employees.

- involve the employees in the appraisal discussion, including a self-appraisal.

- focus discussion on work behaviours, not on the employees.

- support employee's appraisal with specific examples.

- give both positive and negative feedback.

- ensure that employees understand what was discussed in the appraisal and generate a development plan for the employees.

The above points were elaborated by Nickel et al (1996) in their six steps in Employees Performance Appraisal as follows:

Six point steps in employees performance appraisal

- Establish performance standards:- This standard must be understandable, subject to measurement and reasonable;

- Communicating those standards:- Thus, employees must be told clearly and precisely what the standard and expectations are and how they are to be met;

- Evaluating performance:- This means assessing employees' results to see if they match standards set;

- Discussing results with employee:- Discussing an employee's success and areas that need improvement is an opportunity for better understanding of the job and also help to guide employee to better perform. It again creates room for employees to make suggestions on how a particular task could be better performed;

- Taking corrective action:- Here, managers have to provide corrective feedback to help employees perform his /her job better;

- Using the results to make decisions on promotion, compensation, additional training or firing; and

- These six steps gave rise to an essential concept in management referred to as "Management by Objective", which also has six crucial steps.

Nickels et al (1996) identify the six crucial steps in management by objective (MBO) process:

- Top management consults with managers throughout the organisation to set long-range goals and provide the means to meet them;

- Objectives are set for each department, units and each individual within the units. This is done with the full participation and co-operation of the people involved including deciding the means for reaching the overall goals and the deadline;

- Key to the success of the MBO system is this third stage where managers and subordinates sit down with their supervisors, review the objectives, adjust them if necessary and then commit themselves to those objectives in a written contract or agreement that states clearly the objectives, the means for reaching the objectives and the time period involved;

- Implementation of the plan calls for periodic reviews of progress, constant two-way communication among all participants, and the application of good management so that the spirit of mutual co-operation toward agreed-upon goals is maintained;

- Monitor progress by matching objectives to accomplishments, noting deviation, making needed corrections, communicating the results to all participants and adjusting to any unanticipating situations; and

- Reward employees for achieving the desired goals or assist employees in reaching the goals in future.

Employees need to achieve the desired results

Asare-Bediako (2002) observed that when supervisors and subordinates meet to discuss the subordinate's objectives or targets, they will also discuss and agree on physical resources such as money, stationery, transportation, tools and equipment the subordinate will require to achieve results. Aside physical resources, people require competencies i.e. knowledge, skills, ability and

authority in order to achieve their results or to be generally successful on their jobs.

Competencies may be categorized into three major headings namely: technical, personality and managerial. Technical competencies are skills or knowledge that relate to a particular job or profession. This type of job competencies refers to job skills and job knowledge. It differs from job to job because a particular job position demands a specific competence. Technical competencies for a marketing manager's job for instance, will be entirely different from those for an HR manager. The job for an HR manager may require technical competencies such as knowledge of salary administration, ability to conduct structured interview, knowledge of labour law, ability to develop and implement personnel policies, knowledge of training theory and methodology, ability to write job descriptions.

Personality Competencies, on the other hand, refer to knowledge, skills, traits or attributes that relate to an individual's personality. While technical competencies relate to specific jobs, personal competencies cut across jobs. For example, a personality competency that may be required for success in one job may also be required for success in many other jobs. Personality Competencies include reliability, risk orientation, sensitivity and tact as shown in Table 2.

Table 2: Components of personality competencies

Component	Meaning
Reliability	Ability to keep to time and other commitments
Risk Orientation	Ability and willingness to take risks and accept consequencies.
Coping with pressure	Ability to cope with work, time and people pressures.
Sensitivity	Ability to react appropriately to other people's problems or feelings, being sensitive to others needs, thoughts and values.
Tact	Ability to handle conflict, confrontation, disagreement and delicate interpersonal situations in such a manner as to solve problems and sustain positive relationships with the people involved.
Communication	Ability to speak or write in a manner that communicates the intended message without hurting other people.
Reaction time	Ability to think on one's feet and react appropriately to situations.
Listening	Ability to listen to the views, ideas etc. of other people, especially those contrary to our own.
Emotionally	Ability to control anger, frustration, tension and nervousness, especially in conflict situations.
Warmth	Being friendly and approachable.
Detail orientation	Ability to cope with details without getting lost
Openness and candour	Ability to disclose feelings, thoughts and views frankly without being hostile.

Source: Adopted from Asare-Bediako (2002)

Managerial Competencies refer to knowledge and skills in the key functions of management or leadership such as planning, organising, communicating, motivating, coordinating and controlling. Ability to establish

specific objectives or targets, knowledge of planning processess ability to plan and work efficiently on several tasks at the same time and ability to deliver work to tight deadlines are good examples of planning competencies.

Organising competencies include: Ability to determine organizational structure for target achievement, ability to determine job structure to avoid duplication and over lapping of functions, ability to hire people and acquire other resources, ability to spell out roles and responsibilities, ability to determine and set clear performance standards and ability to assign tasks to make the best use of individual's particular skills and abilities.

Competencies in the area of communicating may include ability to determine the intention or purpose of any communication, ability to choose words and symbols that best communicate intention, ability to select the most appropriate medium of communication, knowledge of business communication principles and practice, ability to write effective reports, letters and memos, ability to make effective presentation and ability to listen effectively to others.

Ability to train others, ability to stimulate the interest of others in the job, ability to lead and inspire others, knowledge of motivational theory, ability to praise or give corrective feedback to others, ability to encourage staff to put forward their views and ideas and ability to recognise and reward achievements or take disciplinary action where necessary are all good examples of motivating competencies.

Coordinating competencies may include ability to develop cooperation among subordinates, ability to resolve conflicts among team members, knowledge

of group theory, ability to resolve conflict between one's team and other teams and ability to represent the interests, problems and concerns of subordinates to higher levels of management.

Examples of controlling competencies are ability to monitor work activities or the performance of others, ability to correct, maintain or build upon performance, knowledge of control system, ability to take action to control, direct and redirect cost, ability to intervene where necessary to control situations and ability to actively look for ways of achieving the best possible results with the resource available.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter explains how the study was executed. It presents a description of the study area, research design, study population, sampling, data collection techniques, pretesting, data processing and analysis, and ethnical consideration.

Study area

Telecommunication services, which was inaugurated in Ghana in 1928 as part of the activities of the civil service under the supervision of the Public Works Department (PWD), was later named as the Post and Telecommunications (P&T) Department was established in accordance with the Statutory Corporation (Conversion to Companies) of 1963 Act 461.

As part of the restructuring programme under the Communication Sector Liberalisation Policy, the corporation was split into two autonomous bodies, Ghana Post Ltd. and Ghana Telecom Ltd (GT). This was to enable the Telecom Division function as a commercially viable entity. On June 16, 1995 therefore, Ghana Telecom was incorporated.

In order to inject resources, technical and commercial expertise into Ghana Telecom, the company was divested on February 20th, 1997 through the sale of 30% shares to G-Com, a consortium led by Telekom Malaysia, Berhad. During the same period, the Government of Ghana and Telekom Malaysia entered Technical Service Agreement. This led to a re-organisation of the company with the appointment of a new management, Board of Directors and the birth of a new Mission and Vision.

The Mission is "to provide reliable, efficient and flexible telecommunication services to our customers with emphasis on innovation, technology and continuous manpower development and meet stakeholders expectations in attaining regional excellence". The Vision is "to be a regional model, as a viable entity and caring organisation in meeting telecommunication needs through total customer care".

Following the expiration of the Technical Service Agreement with Telekom Malaysia in July 2002, the Government of Ghana did not renew the agreement. By December 2002, the Government of Ghana signed a new contract with Telenor, a Norwegian telecommunications company to act as Management Advisors to manage Ghana Telecom's operations for a period of three years, within which the company is expected to provide an additional 400,000 telephone lines to every town with a Senior Secondary School, Teacher Training College or University.

Beginning work in January 2003, the Management Consultants/Advisors restructured Ghana Telecom's operations into three main Strategic Business Units

(SBUs) namely: Fixed Network Services, Public Payphone Services and Onetouch   Services. Today, Ghana Telecom with about 4,000 employees operates in the 10 regions and almost all districts in Ghana. Technically, the operations of Ghana Telecommunications Company Limited has been divided into five sectors:

- The Northern Sector comprises of Upper East, Upper West and Northern regions.

- The middle sector consists of Ashanti and Brong-Ahafo regions.

- The Eastern Sector is made up of Eastern and Volta regions.

- The Greater Accra Sector is Greater Accra Region (including Tema).

- The Western Sector, which is composed of the Central and Western regions is the focus area of this study (Ghana Telecom Ltd., 1997).

Research design

The study is a case study designed to collect, analyse and interpret and describe data on the perception of Ghana Telecom employees in the Western sector, about the employee performance appraisal system being used to assess and rate employees on an annual basis. The study is thus descriptive and meant to provide insights that can be used as the basis for management decision for intervention in the appraisal system. Case studies are a type of descriptive research in which data are gathered directly from individuals or social or community groups in their natural environments for the purpose of studying interactions, attitudes or characteristics of individuals or groups (Leedy, 1989). In

case studies, recurring facts suggest certain conclusions which can then inform certain decisions.

Study population

The population for the study consists of the entire workforce of Ghana Telecom engaged in the Western Sector. The Western Sector has a total of 685 employees. This population is depicted as in Table 3.

Table 3: Population of the study area

Item	Component	No.	Total
Region	Western	403	
	Central	282	685
Occupation	Technical	411	
	Non-technical	274	685
Sex	Male	399	
	Female	286	685

Source: Field Survey 2005

The choice of the Western Sector from the four sectors of Northern, Middle, Eastern and Greater Accra was due to the fact that the researcher was based there at the time of the research and was familiar with the area and resource constraints (financial and non-financial) made it impossible to cover all sectors. However, the study could provide enough information to serve as the basis for other studies in the other sectors.

Sampling procedures

From the total population of 685 employees, a sample was selected based on Kirk's (1995) formula whereby 20% of the population is a representative sample. This yields a sample size of 137 persons. To enhance the validity of the sample and to compensate for under representation of groups or non-return of instruments, it was decided to increase the sample size to 150 persons. Eventually, all 150 respondents chosen responded to the study. Stratified random sampling was used to categorise the 150 employees into the various occupational groups and positions. The final distribution of respondents is presented in Table 4.

Table 4: Distribution of respondents by operational station

Region	Station	Frequency	Percentage	Region Total	Percent
Central	Cape Coast	40	26.7	64	42.6
	Winneba	8	5.3		
	Swedru	8	5.3		
	Dunkwa	8	5.3		
Western	Takoradi	55	36.7	86	57.4
	Sekondi	13	8.7		
	Tarkwa	13	8.7		
	Axim	5	3.3		
	Total	150	100.0	150	100.0

Source: Field Survey, 2005

Data collection technique

The study utilised two sources of data: secondary data from Ghana Telecom documents which were available to the researcher including reports of various departments; and primary data which were collected from respondents by the use of an interview schedule.

The interview schedule was used to collect essential background information from key informants, namely the Chief Officer/HRM, General Managers and one Union representative. The interview schedule was administered to the 150 respondents using five carefully selected National Service persons in Ghana Telecom offices in Takoradi and Cape Coast. They were trained in the use and administration of interview schedule and other aspects such as how to follow up on answers and decipher incoherent responses.

A sample of the interview schedule as provided in Appendix A, addressed issues relating to perception of the respondents about the rationale of the appraisal system, the strengths and weaknesses of the system, the perception of the system and the socio-economic factors that influenced their perceptions. Data was collected between the months of April to June 2005.

Pre-testing

The data collection instruments was pretested in the Accra office of Ghana Telecom for two weeks in January 2005. On the basis of the pretest, the instrument was then modified to ensure comprehension by respondents as well as reliability and validity.

Data processing and analysis

The data received from respondents were sorted and thoroughly checked. The editing was followed by coding. The Statistical Product for Service Solutions (SPSS), a computerised data analysis programme, was used to compute scores, frequencies and percentages and these have been described and interpreted in the next chapter.

Ethical consideration

Permission was sought from the Chief Executive Officer of GT to whom the objectives of the study were explained. The same was done for all the respondents through the Regional Managers in order to satisfy the respondents' rights to and informed free consent. By avoiding quoting the individual respondents, their rights to anonymity and confidentiality were also satisfied. Tested methods of data collection, analysis and reporting were used to avoid any form of intellectual dishonesty and all sources of information are acknowledged.

Limitation

The researcher had difficulty retrieving questionnaire from selected but unwilling respondents so after four weeks he was forced to give out inducements in the form of snacks and souvenirs. This strategy paid off and was able to get all the questionnaires.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the findings that emerged from the study. It discusses the background characteristics of the respondents, their perception of Ghana Telecom employee appraisal system and their evaluation of that system, as influenced by their socio-economic characteristics.

Background characteristics of respondents

The 150 respondents came from various backgrounds and are described according to their station of origin, regional distribution, staff category, sex and age, education, rank and departments and units.

Station of respondents

The respondents were stationed in the Western Sector comprising the Central and Western regions. The distribution of respondents by station is rather uneven as shown in Figure 1.
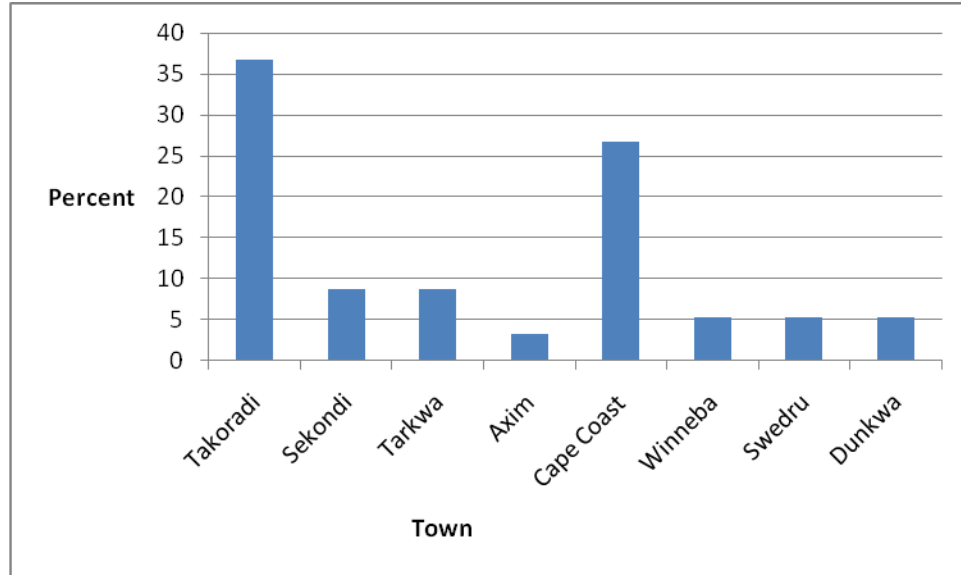
Figure 1: Station of respondents

Source: Field Survey, 2005

The bulk of respondents came from the two regional capitals with Takoradi providing 55 (36.7%) respondents and Cape Coast 40 (26.7%). Sekondi and Tarkwa provided 13 (8.7%) respondents each, while Dunkwa, Swedru and Winneba covered 8 (5.3%) each. Axim provided the least number of five (3.3%) respondents. The data shows that 86 (57.4%) respondents came from the Western Region while 64 (42.6%) were from the Central Region. These figures correspond with the company's national population figures and total workforce distribution among stations of the Western Sector. The Western Region has a greater population and more of the Ghana Telecom workforce (403) than the Central Region (282) and this is reflected in the regional distribution of selected respondents staff category.

Ghana Telecom workforce could be categorised into technical and non-technical staff according to the organisation. Though GT has many departments/sections and units, the organisation is technical oriented. The job category essentially captures the nature of job activity of GT. Technical staff are closely matched by the essential non-technical administrative machinery. Figure 2 shows how the respondents were selected from technical and non-technical catergorisation. About 52% of the respondents were made up of technical staff.
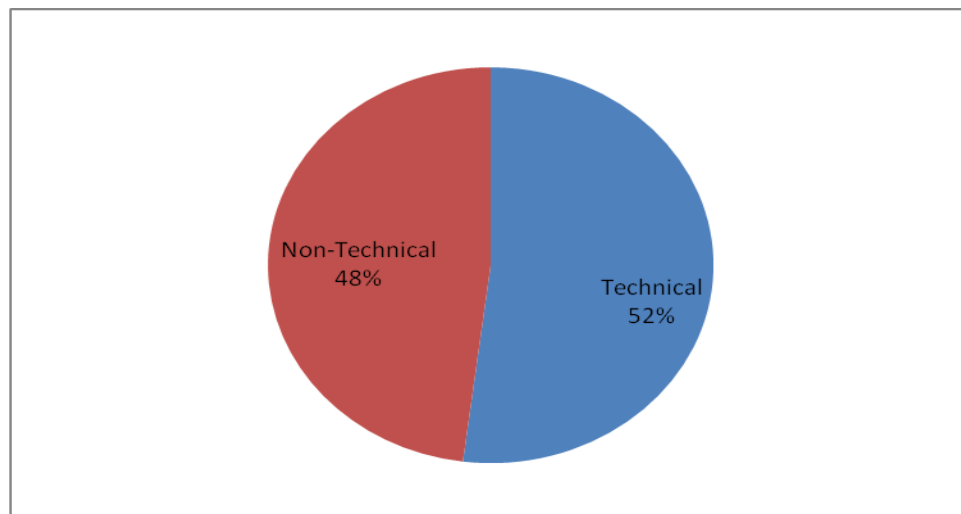
Figure 2: Distribution of respondents among staff categories

Source: Field Survey, 2005

Sex of respondents

The study respondents consisted of 126 (84%) males and 24(16%) females. This could be considered a normal feature of Ghanaian organisations where female participation in the labour force is rather low, especially in

technical/engineering oriented organisations such as Ghana Telecom as shown in Figure 3.
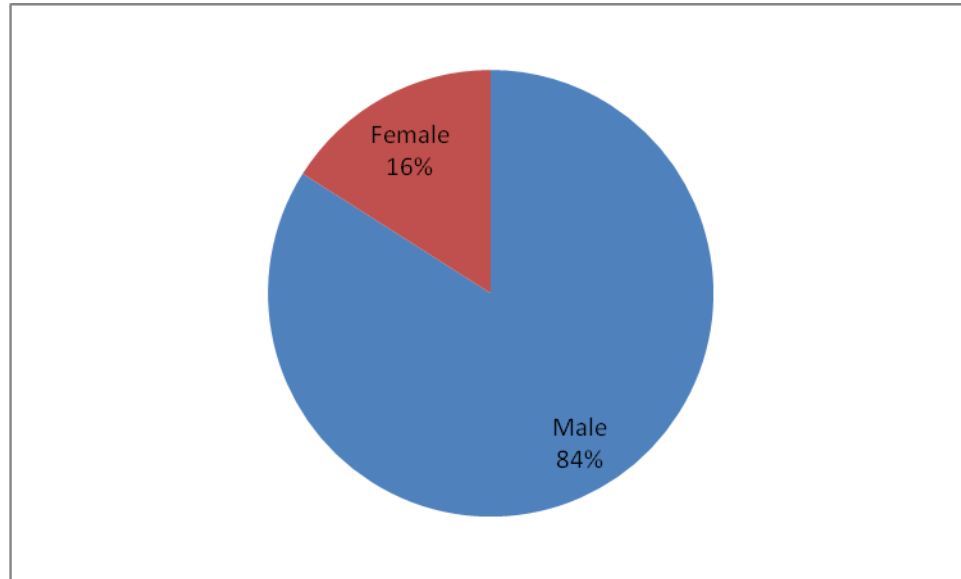
Figure 3: Sex of respondents

Source: Field Survey, 2005

Age of respondents

The age composition of respondents ranged from 23 years to 59 years. The mean age was 42.8 years while the modal age was 48 years. Given the population structure of Ghana with its preponderance of youth element, the average age of respondents appeared to be on the high side but this might also be due to experience in an organisation where specialised skills could not be an everyday commodity on the market, and the workforce had gone through special training.

Educational background

Educational levels are important variables in determining entry points of individuals into particular occupations and industries. The 150 respondents came to the job with different educational qualifications. Some of them also acquired higher qualifications while in service as shown in Figure 4.
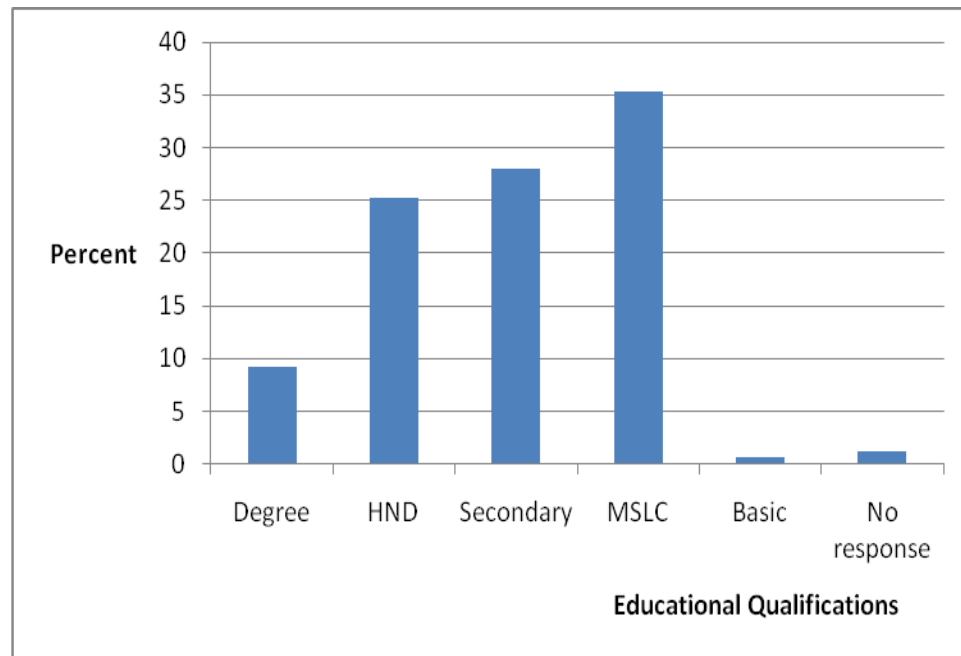
Figure 4: Educational qualifications of respondents

Source: Field Survey, 2005

About 35.3% of the respondents had Middle School Leaving Certificate, followed by 27.9% as Secondary School leavers. About 25.3% had progressed beyond the Secondary level to HND or Polytechnic education. Only one person had just basic educational qualification. The education distribution implies a high number of artisans or people who learned their trade on the job. The high number

of Polytechnic holders suggests an increasing trend towards formal technical training that previously was informal.

Staff position /rank

Since all staff, both Senior and Junior are subject to some sort of appraisal, it becomes necessary to describe the composition and distribution of workers in the selected respondents. The senior staff, levels of 8-3 consists of Principal Officers, Assistant Managers, Chief Managers and General Managers. Their distribution is reflected in Table 5.

The largest categories were principal officers who constituted 26% of the respondents, followed by Senior Officers with 34 (22.7%) respondents. While principal officers belong to senior staff category, the senior category of the respondents who had rather fewer numbers were officers, assistant officers and assistant as shown in Table 7. The highest number of senior staff were Assistant Managers with 33 (22%) of the respondents, followed by the Managers. There was only one General Manager in the sample. The sample reflected all grades of staff of GT in the Western sector.

The largest categories were principal officers who formed 26% of the respondents, followed by Senior officers with 34 (22.7%) respondents. Interestingly, while principal officer belong to senior staff category, the senior officers are Junior staff according to GT's grading system. Other junior staff category of the respondents who had rather fewer numbers were Officers, Assistant Officers and Assistants as shown in Table 5.

Table 5: Distribution of respondents by rank

Rank	Number	Percentage
General Manager	1	0.7
Chief Manager	8	5.3
Manager	14	9.3
Assistant Manager	33	22.0
Principal Officer	39	26.0
Senior Officer	34	22.7
Officer	8	5.3
Assistant Officer	6	4.0
Assistant	7	4.7
Total	150	100.0

Source: Field Survey, 2005

Departments and units

As a complex organisation, Ghana Telecom has many departments/sections and units. The distribution of respondents reflects all sections of the organisation as shown in Table 6. About 42.7% of the respondents came from the Network Management and Operations Department which gives the Company the primary function in providing telecommunication services. About 16% of the respondents were in the Marketing/Commercial/Care 4 U Department, which generates income for the Company and are the Company's frontline staff in

terms of customer care. Transport/Workshop accounted for 9.3% of the respondents.

Table 6: Distribution of respondents by sections (GT Western Section)

Section	Frequency	Percent
Network Management and Operations	64	42.7
Marketing/Commercial/Care for you	24	16.0
Transport/Workshop	14	9.3
Security	13	8.7
Finance	13	8.7
Human Resource Management	11	7.3
Internal Audit	5	3.3.
Procurement	3	2.0
Information Technology	2	1.3
Corporate Communication	1	0.7
Total	150	100.0

Source: Field Survey, 2005

At the time of data collection, the respondents had varying degrees of experience on the job ranging from one year to over thirty years as shown in Table 7.

Table7: Experience on the job by section and departments

Department/Section	NR		1 – 5		6 – 10		11– 20		21 - 30		31 - 40		41 - 50		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Network Management and Operations	0	.0	0	.0	8	12.5	19	29.7	17	26.6	16	25.0	4	6.3	64	100.0
Information Technology	0	.0	0	.0	1	50.0	0	.0	0	.0	0	.0	1	50.0	2	100.0
Human Resource Management	1	9.1	0	.0	3	27.3	4	36.4	3	27.3	0	.0	0	.0	11	100.0
Finance	0	.0	0	.0	3	23.1	4	30.8	4	30.8	2	15.4	0	.0	13	100.0
Internal Audit	0	.0	0	.0	2	40.0	2	40.0	1	20.0	0	.0	0	.0	5	100.0
Marketing/Commercial/Care for U	0	.0	1	4.2	5	20.8	5	20.8	5	20.8	8	33.3	0	.0	24	100.0
Procurement (Store)	0	.0	0	.0	2	66.7	0	.0	1	33.3	0	.0	0	.0	3	100.0
Transport/Workshop	0	.0	0	.0	1	7.1	6	42.9	4	28.6	3	28.6	0	21.4	14	100.0
Corporate/Communications	0	.0	0	.0	1	100.0	0	.0	0	.0	0	.0	0	.0	1	100.0
Security	0	.0	0	.0	0	.0	6	46.2	5	38.5	2	15.4	0	.0	13	100.0
Total	1	.7	1	.7	26	17.3	46	30.7	40	26.7	31	20.7	5	3.3	150	100.0

Source: Field Survey, 2005

About 30.7 percent of respondents had between 11 – 20 years of experience on the job and 3.3% had 41 – 50 years. The Network Management and Operations Department, which had the largest number of respondents also reflected all the range of experience and incidentally provided four (6.3%) respondents with the most years of experience of between 41 – 50 years.

Rationale of the existing employee performance appraisal system

A rationale is a formal reason and principles in which a plan, belief etc. are based (Webster, 1983). One needs to know the policy before he/she can figure out the rationale. The extent to which the present policy framework is known to respondents differs among them as shown in Figure 5.
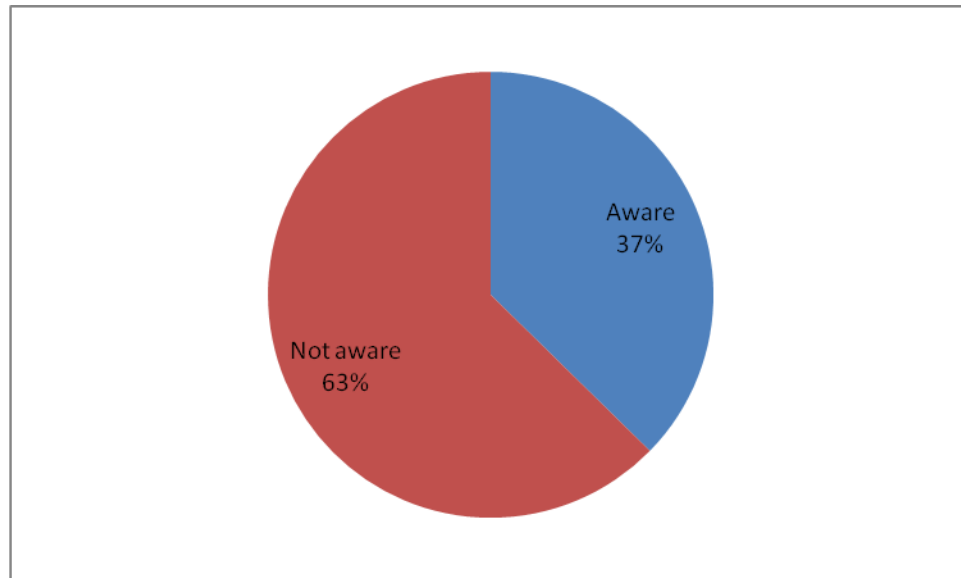
Figure 5: Awareness of policy

Source: Field Survey, 2005

Only 37.3% of the respondents claimed to be aware of the Company's policy on Employee Performance Appraisal as against the majority (62.7%) who were not aware. Only 3.3 percent of the respondents mentioned that they attended a two day training on Performance Appraisal while 1.3% claimed they had made direct inputs into policy formulation. Obviously, not all staff have to be involved in a policy decision but Tyson & Yorke (1993) recommend that people being assessed should know why and how and the potential outcomes.

The knowledge of the rationale for the policy was confined to only a segment of the GT workforce. However, aspects of policy decision, could be known to people in various informal ways such as the grapevine. When asked if they were aware of the objective of the EPA, a similar number of respondents replied in the affirmative.

Only 35.3 percent of the respondents claimed to be aware of the objectives of the EPA but they mentioned that the purpose and nature of the appraisal system should be made clearer. A successful system should establish a regular dialogue and lead to an improvement in manager-subordinate relationships. Tyson & Yorke (1993) see performance appraisal as a power-sharing exercise that may be co-operative, with inputs by both subordinate and the manager. The extent to which this is applicable to GT is evidence in awareness and knowledge of the rationale for EPA. Clearly, the EPA is not influenced by inputs from everyone affected for not all claimed to know the rationale in terms of the policy and its objectives.

Usefulness of the existing EPA

An effective EPA must have three aspects: performance criteria, feedback and a time and place for the EPA activity (Tyson & Yorke, 1993). Of the three, feedback influences all other aspects. When the respondents were asked whether after an appraisal, employees received any feedback from their heads or supervisors, only 20.7% of the respondents reported yes as presented in Table 8.

Table 8: Receipt of feedback from GT employee appraisal by station

Station	Yes		No		Total	
	No.	%	No.	%	No.	%
Cape Coast	14	35	26	65	40	100.0
Swedru	1	12.5	7	87.5	8	100.0
Winneba	3	37.5	5	62.5	8	100.0
Dunkwa	3	37.5	5	62.5	8	100.0
Takoradi	4	7.3	51	92.7	55	100.0
Sekondi	3	23.1	10	76.9	13	100.0
Tarkwa	3	23.1	10	76.9	13	100.0
Axim	0	0.2	5	100	5	100.0
Total	31	20.7	119	79.3	150	100.0

Source: Field Survey, 2005

The highest percentage (92.7%) of the respondents who claimed no feedback were in Takoradi, followed by 87.5% in Swedru. Both Sekondi and Tarkwa had 76.9% of the respondents claiming no feedback. Clearly, feedback after EPA was a problem in all stations.

With regard to grade levels, the responses were unequivocal, as Table 9 shows. All persons were represented in the 'No' feedback category including the General Manager, Principal Officers and Assistants. The figures for the 'No' group were 62.5% for the 8 Chief Managers and over 70% for Officer, Senior Officers and the Assistant Managers. About 37.5% of the Chief Managers claimed to receive feedback compared to only 20.7% of the entire total staff responding positively.

Table 9: Receipt of feedback from GT employee appraisal by grade

	Yes		No		Total	
Grade	No.	%	No.	%	No.	%
General Manager	0	0	1	100	1	100.0
Chief Manager	3	37.5	5	62.5	8	100.0
Manager	2	14.3	12	85.7	14	100.0
Assistant Manager	8	24.2	25	75.8	33	100.0
Principal Officer	5	12.8	34	87.2	39	100.0
Senior Officer	10	29.4	24	70.6	34	100.0
Officer	2	25.0	6	75.0	8	100.0
Assistant Officer	0	0.0	7	100.0	7	100.0
Assistant	1	16.7	5	83.3	6	100.0
Total	31	20.7	119	79.3	150	100.0

Source: Field Survey, 2005

The situation with regard to Departments and Units appeared to be no different as shown in Table 10. Consistently, the majority 119 (79.3%) respondents claimed not to receive any feedback from their heads. An appraisal report needs to be sent to the HRM Department for documentation and further feedback in the form of wage raise, promotion and training.

Table 10: Receipt of feedback from GT employee appraisal by departments

Departments	Yes		No		Total	
	No	%	No	%	No	%
Network management and Operations	12	18.8	52	91.3	64	100.0
Information technology	0	0	2	100	2	100.0
Human resource Management	1	9.1	10	90.9	11	100.0
Finance	3	23.1	10	76.9	13	100.0
Internal audit	1	20.0	4	80.0	5	100.0
Marketing	6	25.0	18	75.0	24	100.0
Procurement	1	33.3	2	66.7	3	100.0
Transport	4	28.6	10	71.4	14	100.0
Cooperate/communication	0	0	1	100	1	100.0
Security	3	23.1	10	76.9	13	100.0
Total	31	20.7	119	79.3	150	100.0

Source: Field Survey, 2005

In terms of technical our non-technical staff, the majority of both categories claimed to received no feedback from their heads as shown in Table 11. This deficiency in feedback activity is a major weakness. Heads of Departments need to discuss performance with subordinates. (Tyson and Yorke, 1993; Wright, 1996) and the same authors stress the importance of using EPA for personnel purposes. But this does not seem to be appreciated fully by GT Management.

Table 11: Receipt of feedback from GT employee appraisal by staff

Staff	Yes		No		Total	
	No	%	No	%	No	%
Technical	15	20.8	57	79.2	72	(100)
Non-technical	16	20.5	62	79.5	78	(100)
Total	31	20.7	119	79.3	150	(100)

Source: Field Survey, 2005

Of the small number who claimed to receive feedback, the feedback took the form of discussions, promotion, confirmation of appointment and monitoring as indicated in Table 12. Half (50%) of those who reported that there was a feedback mentioned a discussion of their weaknesses and a pat on the back for good work done. This is an ideal situation and implied that for some staff the right EPA was done. For 13 (46.4%) respondents, promotion and confirmation of appointment were their rewards.

Table 12: Forms of feedback

Forms	Frequency	Percent
Discussion of inadequacies and praise for good work	14	50.0
Promotion/confirmation of appointment.	13	46.4
Monitoring and recognition	1	3.6
Total	28	100.0

Source: Field Survey, 2005

Despite the minimal feedback some form of supervisor-subordinate interaction took place after appraisal as indicated in Table 13. An effective EPA must define the criteria for effective performance on the job and responses cut across the different forms through which this is possible.

Table 13: Supervisor – subordinate interaction after approval

Form of interaction	Frequency	Percent
A review of present job description	56	37.3
Discuss expected behaviour outcomes	35	23.3
Discuss results to be held accountable for	23	15.3
Reset measurable goals	22	14.7
Nothing	14	9.3
Total	150	100.0

Source: Field Survey, 2005

About 37.3 percent of the respondents reviewed their job description in interaction with their appraisers. Thirty five (23.3%) reported discussion performance behaviour and outcomes while twenty three (15.3%) discussed results to be held accountable for. Only 9.3% were not involved in any form of interaction. From the above, it appeared that the respondents were left in no doubt, after an appraisal, of what was expected of them. This contradicts the earlier findings that there was no feedback. Feedback took many forms being a continuous activity and the fact that supervisors and subordinates were able to meet and discuss issues relating to work performance was a major commendation of EPA and useful to the subsequent process of employee motivation.

The fact that more than 90% of the respondents interacted in some form in relation to performance appraisal confirms that there were time period and place where supervisors and subordinates met to appraise the subordinates' performance. Thus, all three criteria for effective performance appraisal mentioned by Tyson and Yorke (1993) seem to have been met, though the second and important aspect (feedback) does not seem to have been fully addressed.

Perception of the appraisal system

The process of perception explains the manner in which information (stimuli) from the environment around us is selected and organised to provide meaning for the individual. Perception gives rise to the individual behavioural responses to particular situation. Given that most of the Company's employees claim not to be involved with or aware of the objectives and policies of the

Company's Employee Performance Appraisal, it is unlikely their perception would suffer from too much objectivity.

An effective appraisal scheme offers a number of potential benefits to both the individual and the organisation. It can identify the individual's strengths and weaknesses and indicate how such strengths may best be utilized and weaknesses overcome. It can also help reveal problems which may be restricting progress and causing inefficient work practices. It can develop a greater degree of consistency through regular feedback in performance and discussion about potential and this encourages better performance from staff.

It can provide information for human resource planning to assist succession planning, to determine suitability for promotion and for particular types of employment and training. Furthermore, it can improve communication by giving staff the opportunity to talk about their ideas and expectation. The process in the final analysis improves the quality of working life by increasing mutual understanding between managers and their staff (ACAS, 1991). Thus, any analysis of perception of the appraisal in a work situation must:

- start with the feedback on performance i.e. knowledge of results.

- establish perception of clear goals.

- enable shared involvement in the setting of tasks and goals.

At the outset of the study it became clear that over 64% of the respondents were not aware of the policy of the EPA, an undesirable state of affairs that depicts either arbitrary appraisal or a deficiency in feedback.

However, EPA is often said to breed conflict between superiors and subordinates. About 53.4% of the respondents agreed to some extent that the EPA did breed conflict, while 36% did not agree, and 10.7% were undecided. Clearly, there was a perception that the issue of the use of GT's EPA brought with it some elements of conflict. The majority (61.3%) of the respondents agreed that EPA promoted communication between parties, but 20.6% did not agree. To establish staff perception of the concept of appraisal, respondents were asked a series of questions relating to the role of an appraisal system. Their responses are shown in Table 14.

It may be noted that items 1(annual exercise), 2 (performance), 3 (data gathering), 5 (revealing deficiencies), 8 (career planning), 11 (goal-setting), 13 (HR planning), 14 (job rotation) and 15 (facilitates communication) are themes integrated directly into all EPA's. Items 9, 10 (promotion, salary increase) are instrumental issues arising out of the EPA as morale or motivational boosters. Items 4, 6 and 7 (loyalty, enhanced performance, conflict) have nothing to do with the EPA morale or motivational boosters for it is not the purpose of the appraisal to make people loyal; motivation techniques play that role and it is not a direct objective to breed conflict between appraiser and subordinate as item 7 contends.

Table 14: The role of EPA in Ghana Telecom

Appraisal Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
1.An annual exercise by HRM Department	64	(42.7)	51	(34.0)	17	(11.3)	11	(7.3)	7	(4.7)	150	(100)
2. Identifies valued performers and rewards them accordingly	50	(33.3)	80	(53.3)	17	(11.3)	3	(2.0)	0	(0.0)	150	(100)
3.Gathers data for staff training activities	50	(33.3)	66	(44.0)	23	15.3)	10	(6.7)	1	(0.7)	150	(100)
4. Makes staff loyal to Company	49	(32.7)	61	(40.7)	27	(18.0)	13	(8.7)	0	(0.0)	150	(100)
5.Reveals deficiencies in staff processes	45	(30.0)	62	(41.3)	29	(19.3)	10	(6.7)	4	(2.7)	150	(100)
6.Does not encourage staff performance improvement	14	(9.3)	38	(25.3)	23	(15.3)	32	(21.3)	43	(28.7)	150	(100)
7. Breeds conflict between superiors and subordinates	46	(30.7)	34	(22.7)	16	(10.7)	24	(16.0)	30	(20.0)	150	(100)
8. Helps plan career paths	23	(15.3)	75	(50.0)	39	(26.0)	12	(8.0)	1	(0.7)	150	(100)

Table 14: Continued

Appraisal Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
9. Helps staff to gain promotion	23	(15.3)	61	(40.7)	50	(33.3)	12	(8.0)	4	(2.7)	150	(100)
10. Helps staff to gain salary increase	16	(10.7)	48	(32.0)	47	(31.3)	24	(16.0)	15	(10.0)	150	(100)
11. Helps staff to meet set targets	26	(17.3)	48	(32.0)	43	(28.7)	18	(12.0)	4	(2.7)	150	(100)
12. Helps in staff training and development	45	(30.0)	65	(43.3)	24	(16.0)	13	(8.7)	3	(2.0)	150	(100)
13. Facilitates Human Resource planning	26	(17.3)	66	(44.0)	40	(26.7)	13	(8.7)	5	(3.3)	150	(100)
14. Encourages job rotation	20	(13.3)	52	(34.7)	51	(34.0)	19	(12.7)	8	(5.3)	150	(100)
15.Promotes communication in the company	39	(26.0)	53	(35.3)	27	(18.0)	26	(17.3)	5	(3.3)	150	(100)

Note: Percentage figures are in the parenthesis

Source: Field Survey, 2005

The consistently high agreements with positive statements are noted. There was always over 50 percent approval rating for such appraisal uses. A halo effect might be in operation have but this could not be quantitatively proven. However, the numbers of undecided, unwittingly give indication of a reticence against conferring approval or disapproval. Over 30 percent of the respondents were undecided as to whether the EPA helped to gain promotion (33.3%), to get salary increase (31.3%), to encourage job rotation (34.0%) or to facilitate human resource planning (26.7%).

At the same time, a critical look at Table 16 suggests some ambivalence to item 4, to make staff loyal with 73.4% approval and over 26% against it as an EPA matter. However, when it comes to the non-EPA uses, such as item 6 and 7 which definitely does not reflect EPA measures we note for item 6 indecision by 15.3% of respondents who can be counted as sitting on the fence. In conclusion, it may be summarized that the respondents have a normal positive perception of the EPA but at the same time lingering doubt exists as indicated by the number of undecided.

Factors influencing staff perception of the EPA

Socio-economic status relates to age, sex, marital status, education, occupation and position. These factors are most relevant within the setting of a developing country work organisations, where these variables are essentially ascriptive and confer certain statuses. Education is however the catalyst that influences the choice of occupation, especially with regard to technical/non-

technical ability. The choice of occupation in turn has bearing on the positions/rank in organizations. There are fewer technical experts to fill the larger number of vacancies in developing countries.

Thus clearly, education influences perception of a phenomena. For our purposes, education is indicated by rank and occupation by technical/non-technical measures. With respect to perception of the EPA in Ghana Telecom, an examination of the data yields differing levels of perception of critical aspects of the EPA such as problems relating to appraisal and their solution. To the question has performance appraisal been effective in Ghana Telecom, respondents answers represented in Table 15.

Table 15: Effectiveness of EPA in Ghana Telecom by staff

	Staff categories					
Responses	Technical staff		Non-technical staff		Total	
	No.	%	No.	%	No.	%
Yes	20	13.3	16	10.7	36	24
No	52	34.7	62	41.3	114	76
Total	72	48	78	52.0	150	100

Source: Field Survey, 2005

About 34.7% and 41.3% of the respondents and non-technical respectively

staff perceived the EPA as ineffective. The majority (76%) of the respondents

considered the EPA as ineffective while only 24% considered it effective. This is

against 62 (41.3%) of non-technical staff who did not approve of the EPA with 16

(10.7%) who did. It may be mentioned here that non-technical staff out number

technical staff by 78 to 72 and there does not appear to be much difference from

their perception of the effectiveness of the EPA.

Reasons for stated ineffectiveness

The reasons given for the yes and no responses were varied as Tables 16

and 17 show. Only 23.3% of the 150 respondents gave reasons for affirming the

positive side of the EPA. Of this number, the majority 54.3 cited improved staff

commitment to work and target thus met as the reasons and (25.7%) saw it as an

effective mechanism for promotion rewarding desired performed staff. Some 5

(14.3) of the respondents also saw it as a way of improving communication

between supervisor and subordinate. These respondents are depicted in Table 16.

The least of cited reasons was that staff benefited from training on

effective appraisal. This reasons was given by 2 (5.7%) of respondents. EPA's

are described by Mullins (1996), Cole (2002) as the best instrument for granting

promotions rewards and training but apparently the minority of respondents saw it

as being used for that purpose. The majority (76%) of the respondents had stated

that the EPA was not effective. Of 114 respondents only 93 (62%) gave reasons.

These reasons were rather vague as Table 17 shows.

Table 16: Reasons stated for perception that EPA was effective

Reasons	Frequency	Percent
Improved staff commitment to work to meet targets	19	54.3
Effective mechanism for promotion and rewards	9	25.7
EPA has resulted in improved communication between supervisor and subordinate	5	14.3
Most staff have benefited from training on effective appraisal	2	5.7
Total	35	100.0

Source: Field Survey, 2005

The most cited reasons was given by 36.6% percent of the respondents as lack of definite and standard pattern of assessment which was then perceived, apparently, as leading to unfair outcomes. This response was echoed by the 23 (24.7%) respondents who claimed the results are not communicated and 21 (22.6%) respondents cited the non-implementation of EPA outcomes. About 9.7% of the respondents cited staff ignorance about the EPA.

Table 17: Reasons for perception of EPA as ineffective

Reasons	Frequency	Percent
Lack of definite and standard pattern of assessment	34	36.6
Lack of feedback	23	24.7
Non-implementation of EPA results	21	22.6
Lack of education about the system	9	9.7
Unsatisfactory feedback	6	6.4
Total	93	100.0

Source: Field Survey, 2005

That there are outcomes for the EPA exercise cannot be doubted but these outcomes are variously discussed as unfair, not transparent, results easily manipulates and even unsatisfactory. Some respondents were of the view that the results of the EPA were not implemented. It may safely be concluded that the entire EPA requirement was not well comprehended by all the respondents.

Performance appraisals may have differential impact on different occupations. For instance, technical persons are highly valued and the rationale for their appraisal may be different from non-technical persons. Consequently they may see the problems with appraisal differently from others among the one hundred and thirty-five persons who responded as indicated in Table 18.

Table 18: Problems associated with Ghana Telecom EPA

Problems	Technical		Non-technical		Total	
	No.	%	No.	%	No.	%
Intimidatory	41	30.4	41	30.4	82	60.7
No feedback/Poor education and monitoring of the system	9	6.7	8	5.9	17	12.6
At times de-motivate staff	4	3.0	9	6.7	13	9.6
System/Number measurable tools	11	8.1	5	3.7	16	11.9
Appraisal is done annually	0	0	1	0.7	1	0.7
Lukewarm attitude towards the excise	0	0	3	2.2	3	2.2
Outcomes may create problem for action taken by human resource management	0	0	1	0.7	1	0.7
Objectives/Essence not communicated	1	0.7	1	0.7	2	1.5
No response	0	0	0	0	15	0
Total	66	48.9	69	51.1	150	100

Source: Field Survey, 2005

The responses for technical and non-technical staff were almost alike in percentage terms. However, while both concentrated on the problem of unfairness, lack of feedback and non-use for motivational purposes, only non-technical staff focused on the effect of appraisal likely to be due to subjective factors. Lateness and lukewarm attitude on the part of the appraisers toward the exercise (2.2%), lack of awareness of awareness of the rationale for appraisal (0.7%) and reducing the length between appraisals (0.7%) are some of the respondents' views. Apparently, non-technical grades have elements that believe they are the targets of intimidation.

To solve the problems identified suggestions were solicited as indicated in Table 19. About 26% of the technical staff and 16.7% of the non-technical staff suggested the adoption of standard and transparent pattern of appraisal. About 10% of technical staff as against 16.7% no-technical staff advocated that management should educate all workers about the relevance of appraisal.

Table 19: Solutions to the problems associated with Ghana Telecom EPA by staff category

Solutions	Technical		Non-technical staff		Total	
	No.	%	No.	%	No.	%
Adopt standard and transparent pattern of appraisal	25	26.0	16	16.7	41	42.7
Subordinates should be given opportunity to appraise superiors	0	0	1	1.0	1	1.0
Give workers feedback on the EPA	2	2.1	7	7.3	9	9.4
Management should educate all workers about the relevance of appraisal	10	10.4	16	16.7	26	27.1
Appraisal be conducted bi-annually	1	1.0	4	4.2	5	5.2
Supervise and monitor the appraisal system	4	4.2	4	4.2	8	8.3
Appropriate reward must accompany the EPA	1	1.0	5	5.2	6	6.3
Total	43	44.8	53	55.2	96	100

Source: Field Survey, 2005

To determine how the socio-economic variable of education is influencing perception of effectiveness of the appraisal system, a question was on the issue posed directly to respondents and the results are indicated in Table 20.

Table 20: Position of respondents by perception of effectiveness of EPA

Rank	Effective	Not effective	Total
General Manger	0	1	1
Chief Manager	0	8	8
Manager	2	12	14
Assistant Manager	5	28	33
Principal Officer	14	25	39
Senior Officer	2	32	34
Officer	2	6	8
Assistant Officer	1	6	7
Assistant	2	4	6
Total	28	122	150

Source: Field Survey, 2005

Almost all categories of respondents agree that it has not been effective but more of the Senior Staff than of the Junior staff say as much. The highest ranking officer, the General Manager doubts the effectiveness of the EPA and so do all the eight Chief Managers. Twelve out of 14 Managers say the EPA is not effective as do our 50% of all categories of Junior staff. Of the total 122 say the EPA is not effective. So clearly a case may be made for education as influencing

66

perception. The more educated (the higher your position) a person is the less likely they are of perceiving the EPA as effective.

Fifty percent of the lowest category (Assistants) respondents do say yes but clearly the higher the rank the more doubt was expressed. To buttress the observation respondents were asked to state problems associated with the EPA. Their multiple responses are depicted in Table 21.

The notion of the EPA being employed to intimidate subordinates and with no fairness all seems to find favour across all grade and levels. Clearly, Ghana Telecom EPA has a problem if its senior members disagree with fundamental management exercise such as the EPA. Fewer high ranking officers, consequently hold other views but the junior members are evenly spread out as to the lack of feedback, and the need to be uniform with defined tools for assessment. The picture that emerges is that the EPA is a faulty exercise not in accord with its purpose.

Table 21: Grade/position and perceived problems with EPA

Position	EPA Intimidatory	No feedback	Not frequent	Lack of uniformity/ no defined tools of assessment	Not frequent	Outcome may lead to drunkenness	Outcome may result in difficulty in getting recommendation
Chief Manager	5	0	0	1	0	1	0
Manager	9	3	3	0	0	1	0
Asst. Manager	22	4	2	2	0	0	0
Prin. Officer	22	2	4	6	0	0	0
Snr. Officer	15	6	0	0	0	0	0
Officers	5	1	2	1	1	0	0
Asst. Officers	3	0	0	0	0	0	0
Assistants	1	1	2	1	0	1	1
Total	82	17	13	11	1	3	1

Source: Field Survey, 2005

As a final measure, the respondents were asked about their involvement in the formulation of the Company's policy on Employee Performance Appraisal and the responses analysed in terms of their position are shown in Table 22.

Table 22: Involvement of staff in EPA formulation

Position	Involved	Not involved	Total
General Manager	0	1	1
Chief Manager	1	7	8
Manager	0	14	14
Assistant Manager	2	31	33
Principal Officer	0	39	39
Senior Officer	4	30	34
Officer	0	8	8
Assistant Officer	0	7	7
Assistant	1	5	6
Total	8	142	150

Source: Field Survey, 2005

A main finding is that only 5.3% of the respondents were involved in the formulation of the Company's policy on EPA. Those involved included the Chief Manager, two Assistant Managers, four Senior Officers and one Assistant. Thus, the perception was that the EPA formulation involved only a chosen few.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the findings that emerged from the analysis of the data. It draws conclusions and makes recommendations to the management of Ghana Telecom, employees and other stakeholders on effective employee performance appraisals. It then prescribes direction for further study.

Summary

The study set out to examine the Western Sector employees perception of Ghana Telecom Employee Performance Appraisal system which had been designed and used for the purpose of informing management on how to improve the overall performance of the Company. Specifically, the study sought to:

- determine the rationale for the existing Employee Performance appraisal system;

- identify the perceived usefulness of the system;

- examine the staff perception of the system ; and

- determine the socio-economic factors that influenced perception of the appraisal system.

The study used a sample of 150 employees from various stations in the Western and Central regions which constituted the Western sector. It utilised questionnaire instruments designed to capture perceptions of the elements of the appraisal regime.

The major findings that emerged from the study include:

- The majority (62.7%) of the respondents surveyed claimed not to be aware of the policy on performance appraisal;

- Over 64% of respondents claimed not to know the objectives of the EPA with only 35% claiming they did;

- About 64% of the respondents claimed not to have received any feedback from the appraisal exercise. However, about 35% claimed to have gained feedback;

- Feedback that was generated, related to discussion of weaknesses and praise for good work was cited by 50% of those who claimed to have received feedback. Some 46.4% cited promotion or confirmation of appointment and only 3.6% saw the feedback in terms of further monitoring and recognition;

- Interaction that took place between supervisors and subordinates took the form of meetings that received their job description as claimed by over 37% of respondents. While 23.3% discussed performance behaviour and outcomes, 9.3% were not involved in the appraisal at all;

- About 53.4% of the respondents agreed that the EPA breeds conflict between supervisors and subordinates while 36% did not agree and 10.7% were undecided;

- Over 61.3% of respondents agreed that EPA promotes communication between parties but 20.6% did not agree;

- Nearly 30% of the respondents were undecided whether the EPA is to help gain promotion or salary increase and the same numbers were undecided about the use of EPA to encourage job rotation or to facilitate human resource planning;

- Over 70 percent (73.4%) of the respondents agreed that the EPA makes staff loyal to the organization;

- Both sampled technical and non-technical staff perceived the EPA as ineffective. About 48% of technical staff and 51.0% of non technical staff had negative perception of the EPA;

- Problems associated with the EPA were perceived by over 30% of the respondents (technical and non-technical) and think if is a tool as employed to intimidate, was unfair to some and full of favouritism.

- The solutions suggested to improve EPA problems included adoption of standard and transparent pattern of appraisal. Subordinates should be given opportunity to appraise superiors; giving feedback to workers; educating workers; and carrying out annual appraisals;

- More of senior staff than junior staff respondents agreed that the EPA was not effective; and

- All ranks of the respondents perceived the EPA as intimidating and unfair but more senior staff than junior staff agreed as much. Junior staff cited many more other reasons as problems of the EPA than their senior colleagues.

Conclusions

From the findings of the study, the following conclusions could be drawn. Firstly, knowledge of the rationale for the EPA was limited to only a small section of the staff of GT. Awareness of the policy itself was unknown to the majority of employees and its specific objectives limited to less than 30% of the respondents. The stage was therefore set for misconceptions and lack of clarity about the appraisal exercise.

Secondly, appraisals must generate feedback to enhance work performance. Limited feedback was a major weakness of the process as claimed by over 86% of the respondents. The only strength of the EPA was that, it exists in various forms.

The general perception of the GT EPA was that it was ineffective and encouraged conflicts between supervisors and subordinates. There was a communication gap between superiors and subordinates. Factors that affect the perception of the EPA seem to relate to occupation and position. Both technical and non-technical staff agreed on certain issues relating to the EPA but non-technical staff perceived more negatively. Both senior and junior staff agreed that the EPA was ineffective but the senior staff were more decidedly. One's

education (as indicated by position/rank and one's occupation (technical/technical) tend to influence perception in negative or positive directions. Generally, it may be inferred that the existing EPA does not seem to have been founded on strong theoretical grounds as it encounters subjective perceptions in its practical implementation.

Recommendations

It is recommended to Ghana Telecom management that workers being assessed should know why, how and the potential outcomes of favourable ratings. There is therefore the need to educate the entire workforce on the rationale for the EPA. It is also recommended to the HRM Department that appraisal results should elicit feedback in terms of interactions between subordinates and supervisors. Such interaction should result in clear understanding of the issues that resulted in the ratings under discussion. Each employee should be informed of his/her standing and why certain outcomes such as confirmation, promotion, selection for training etc. are contingent on those ratings.

Areas for further study

The study described in a general way the existing EPA at GT and established that it is not perceived favourably, especially among its senior staff. What the study did not pursue is the effect of negative perception of the appraisal system on performance on the job. It is prescribed that future studies look at the effects of such negative perceptions on attitude to work.

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APPENDIX

INTERVIEW SCHEDULE FOR EMPLOYEES OF GHANA TELECOM

A. PERSONAL DATA

Please tick (√) appropriately. And fill in the blank space provided in some cases.

1. Sex

   i. Male [   ]

   ii. Female [   ]

2. Age (years) ………………………..

3. Highest Educational Qualification

   i.   Second Degree   [   ]

   ii.   First Degree   [   ]

   iii. High National Diploma   [   ]

   iv. GCE Ordinary Level   [   ]

   v.   Senior Secondary School Certificate   [   ]

   vi. Middle School Leaving Certificate   [   ]

   vii. Basic Certificate of Education   [   ]

   viii. Others (Please specify) ………………………………………

4. Grade/Level

   i.   General Manager (Level 3)   [   ]

   ii.   Chief Manager (Level 4)   [   ]

   iii.   Manager (Level 6)   [   ]

iv.   Assistant Manager (Level 7)   [   ]

v.   Principal Officer (Level 8)   [   ]

vi.   Senior Officer (Level 9)   [   ]

vii.   Officers (Level 10)   [   ]

viii.   Assistant Officers (Level 11)   [   ]

ix.   Assistant (Level 12)   [   ]

5. Department/Section

    i.   Network Management and Operations   [   ]

    ii.   Information Technology   [   ]

    iii.   Human Resource Management   [   ]

    iv.   Finance   [   ]

    v.   Internal Audit   [   ]

    vi.   Marketing/Commercial/Care for You   [   ]

    vii.   Procurement (Store)   [   ]

    viii.   Transport/Workshop   [   ]

    ix.   Corporate Communications   [   ]

    x.   Security   [   ]

    xi.   Others (Please Specify) …………………………………………………

6. Number of Years in service …………………………………………………

7. Station

    i.   Cape Coast   [   ]

    ii.   Swedru   [   ]

iii.   Winneba   [   ]

iv.   Dunkwa   [   ]

v.   Takoradi   [   ]

vi.   Sekondi   [   ]

vii.   Tarkwa   [   ]

viii. Axim   [   ]

8. Region

i.   Central   [   ]

ii.   Western   [   ]

9. Staff Category

i.   Technical   [   ]

ii.   Non-Technical   [   ]

B. RATIONALE

10. Are you aware of the company's policy on employee performance appraisal?

i. Yes [   ]   ii No [   ]

11. If yes, what is the policy?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

12. Has the policy been communicated to you?

    i. Yes [   ]   ii No [   ]

13. Were you involved in the formulation of the Company's policy on employee performance appraisal?

    i. Yes [   ]   ii No [   ]

14. If yes, how were you involved?

    i. …………………………………………………………………………………

    ii. …………………………………………………………………………………

    iii…………………………………………………………………………………..

15. Are you aware of the objectives of the company's employee performance appraisal?

    i. Yes [   ]   ii No [   ]

16. If yes, what are the objectives of the employee's performance appraisal?

    i.   ………………………………………………………………………

    ii.   ………………………………………………………………………

    iii.   ………………………………………………………………………

    iv.   ………………………………………………………………………

17. In your opinion, what should be the objective(s) of the Company's employee performance appraisal?

(Please rank them in order of priority. 1 for the most important, 2 for very important and 3 for important and so on).

	Objectives	Rank
i.	To assess training and development	
ii.	To review past performance	
iii.	To help improve current performance	
iv.	To assist career planning decision	
v.	To assist future potential	
vi.	To motivate staff to improve upon their performance	
vii.	Others (Please specify)	

18. What do you think should be done on the objectives of the company's employee performance appraisal?

i. ………………………………………………………………………….

ii.…………………………………………………………………………...

iii.…………………………………………………………………………...

C. STRENGTHS/WEAKNESSES AND PERCEPTION

19. Have you ever had any training on employee performance appraisal?

i. Yes [   ]   ii No [   ]

20. If yes, briefly describe the training.

i. …………………………………………………………………………

ii.…………………………………………………………………………...

iii.…………………………………………………………………………...

21. If yes to Q19, what effect has the training on your performance?

i. …………………………………………………………………………

ii.…………………………………………………………………………...

iii.…………………………………………………………………………...

22. How often does your Head/Supervisor discusses your performance with you?

i.   Once a month   [   ]

ii.   Once in three Months   [   ]

iii.   Any time I make a mistake   [   ]

iv.   Never   [   ]

v.   Others (Please specify) …………………………………………

        ………………………………………………………………….

23. After your performance appraisal, do you receive any feedback from:

a. Your Head/Supervisor?

i. Yes [   ]   ii No [   ]

b. The Human Resource Management department?

i. Yes [   ]   ii No [   ]

24. If yes, indicate the type of feedback.

i. …………………………………………………………………………

ii.…………………………………………………………………………...

iii.…………………………………………………………………………...

25. Indicate, which of the following your Head/Supervisor jointly attempt with

you in relation to your performance appraisal (Please tick as many as

possible).

i.   Review job description   [   ]

ii.   Sets clearly defined and measurable goals   [   ]

iii.   Discusses expected performance behaviour outcomes   [   ]

iv.   Discusses results to be held accountable for   [   ]

v.   Others (Please specify) ………………………………………

…………………………………………………………………

26. What in your opinion are some of the problem(s) associated with the

employee performance appraisal in Ghana Telecom?

i. …………………………………………………………………………..

ii. …………………………………………………………………………..

iii. …………………………………………………………………………..

27. How can these problem(s) be solved?

    i. ……………………………………………………………………………

    ii. ……………………………………………………………………………

    iii. ……………………………………………………………………………

28. Please indicate whether you Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D), Strongly Disagree (SD) with any of the following statements about your views on Ghana Telecom's employee performance appraisal.

No.	Statement	SA	A	UN	D	SD
i.	It is an exercise that has to be performed by Human Resource Management Department yearly.					
ii.	It is a means of identifying valued performance in order to reward them accordingly.					
iii.	It is a means of gathering data for staff training activities.					
iv.	It helps in making staff loyal to the company.					
n.	It provides information about deficiencies in staffing processes.					
vi.	It does not encourage staff to improve their performance.					

vii.	It breeds conflict between superiors and subordinates.					
viii.	It helps staff to plan their career path.					
ix.	It helps staff to gain promotion.					
x.	It helps staff to gain increase in salary.					
xi	It helps staff to meet set targets.					
xii.	It helps in training and developing staff.					
xiii.	It facilitates Human Resource Planning.					
xiv.	It encourages job rotation.					
xv.	It promotes communications between superiors and subordinates.					
xvi.	Other (Please specify)					

29. In your opinion, has the performance appraisal been effective in Ghana Telecom?

    i. Yes [   ]   ii No [   ]

30. Give reasons for your answer.

    i. ……………………………………………………………………………

    ii. ……………………………………………………………………………

    iii. ……………………………………………………………………………

31. If your answer to Q. 29 is no, why not?

    i.   …………………………………………………………………………..

ii.   …………………………………………………………………………………

iii.   ………………………………………………………………………….

32. How will you rate the effectiveness of the employee performance appraisal in Ghana Telecom?

i. Excellent [   ]   ii. Very Good   [   ]   iii. Good [   ]

iv. Fair   [   ]   v. Poor [   ]

33. Give reasons for your answer.

i. ………………………………………………………………………….

ii………………………………………………………………………………...

iii…………………………………………………………………………….....

34.   Please indicate the effects that Ghana Telecom's employee performance appraisal has had on you. (Rank in order of effectiveness on a scale of $1 - 6$: Where 1 is the most effective and 6 is the least effective.

No.	Area of Importance	1	2	3	4	5	6
i.	It has improved my work performance.						
ii.	It has improved my relationship with other members of staff.						
iii.	It has made me to understand myself and job better.						
iv.	It has assisted me in planning my career.						
v.	It has improved my commitment to the company.						
vi.	It has increased my job satisfaction.						

35. Show your agreement or otherwise with the following statements about Ghana Telecom's employee performance appraisal.

No.	Areas to be Considered	Yes	No	I don't know
i.	It must encourage staff to set specific, measurable, achievable, realistic and time bound target.			
ii.	It should encourage employee's participation in setting performance goals.			
iii.	It should assess performance rather than personality.			
iv.	Staff and management should be given training in employee's performance management.			
v.	It should promote communication between staff and management (supervisors and subordinates).			
vi.	It should provide the staff with enough time to prepare before the appraisal interview session.			
vii.	There should be appraisal interview to discuss staff performance.			
viii.	Other (Please Specify)			

36. What will you say should be done in order to improve upon the company's employee performance appraisal?
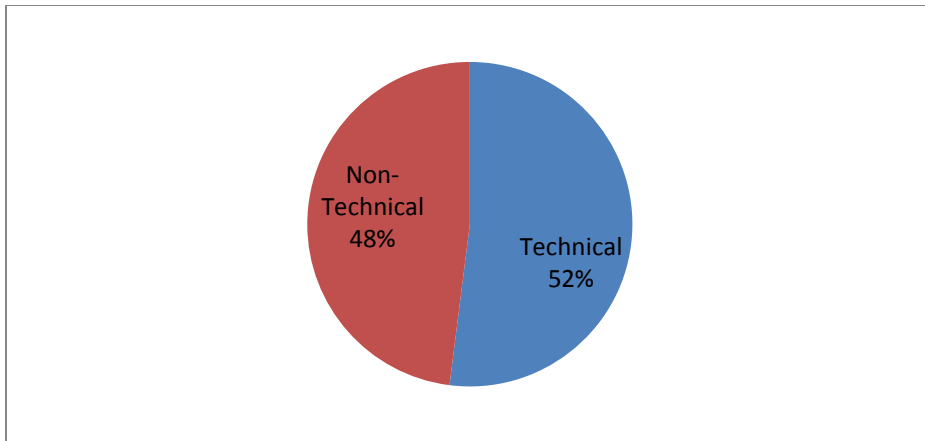
i. …………………………………………………………………………………………

ii. …………………………………………………………………………………………...

iii. …………………………………………………………………………………………...

37. Any other comment, please?

i. …………………………………………………………………………………………

ii. …………………………………………………………………………………………...

iii. …………………………………………………………………………………………...

Category	Frequency	Percent
Technical	78	52
Non-Technical	72	48

Educational qualification	Percent	Frequency	Percent
Degree	9.3	14	9.3
HND	25.3	38	25.3
Secondary	28	42	28.0
MSLC	35.3	53	35.3
Basic	0.7	1	0.7
No response	1.3	2	1.3
Total		150	100.0
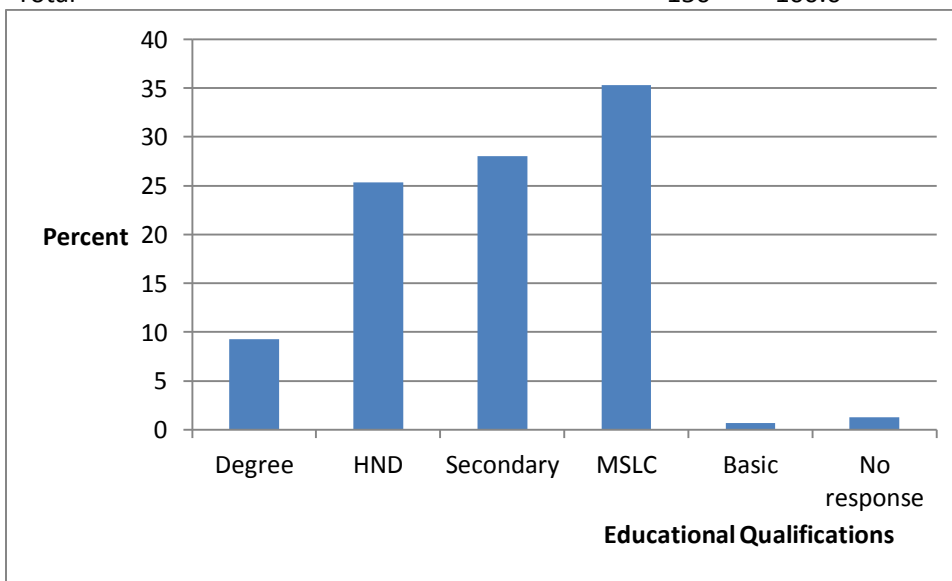
Sex	Frequency
Male	126
Female	24
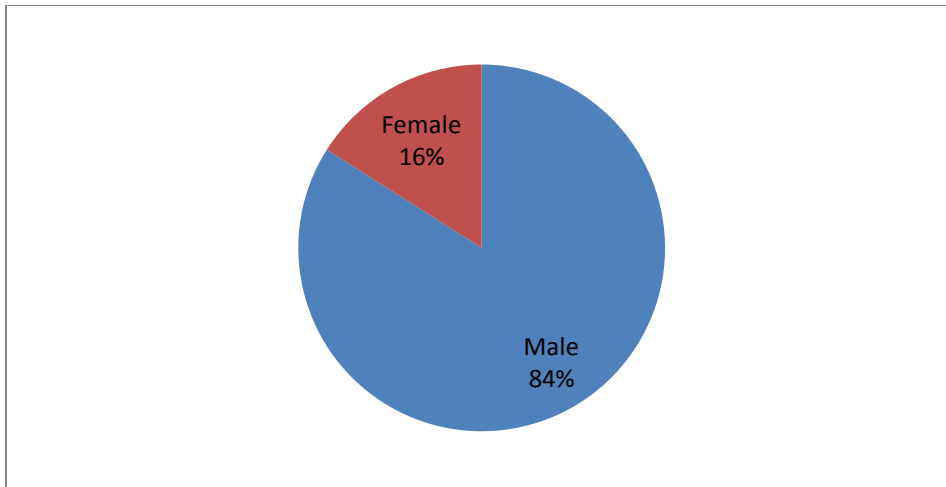
Town	Percent	Percent
Takoradi	36.7	36.7
Sekondi	8.7	8.7
Tarkwa	8.7	8.7
Axim	3.3	3.3
Cape Coast	26.7	26.7
Winneba	5.3	5.3
Swedru	5.3	5.3
Dunkwa	5.3	5.3
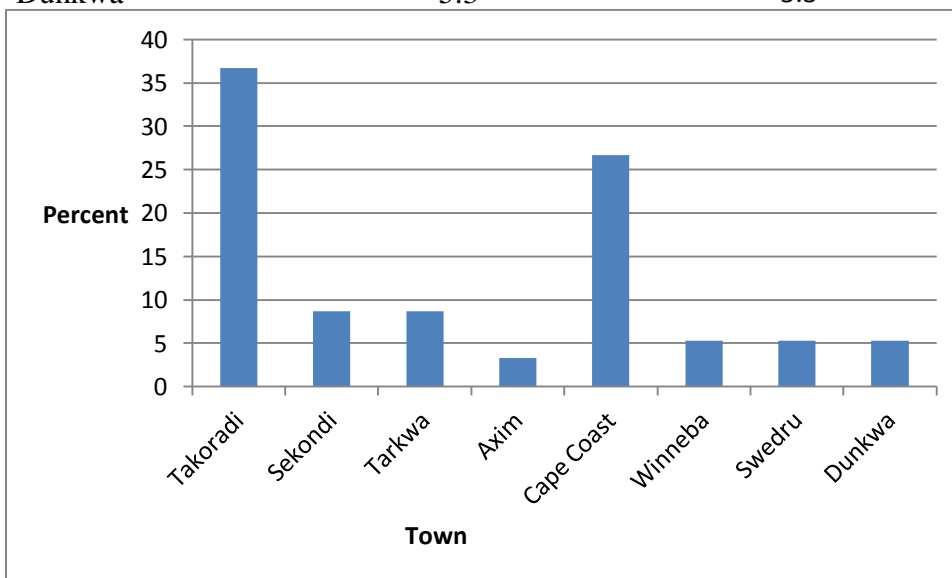
Category	Frequency
Technical	78
Non-Tecnhical	72
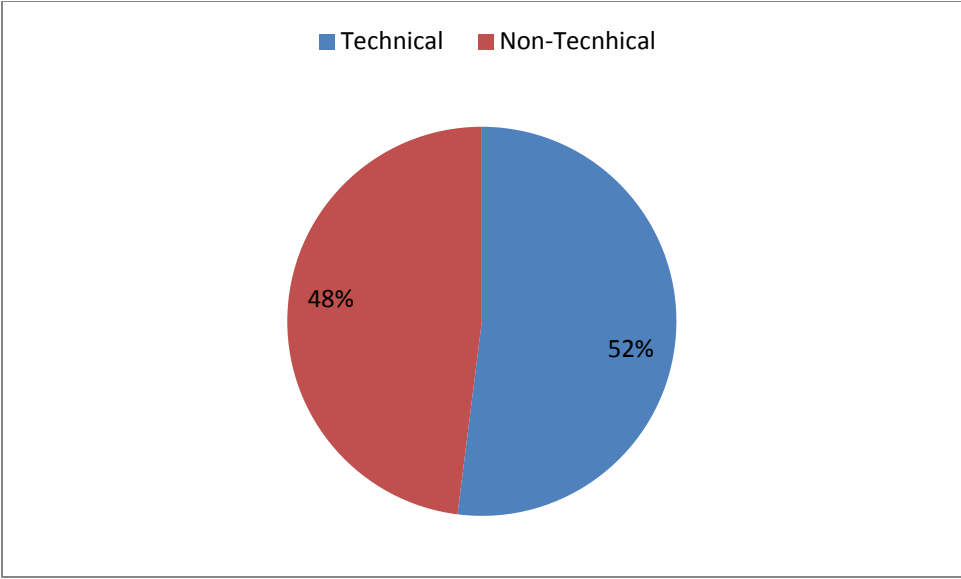
Response	Frequency
Aware	56
Not aware	94