

**UNIVERSITY OF CAPE COAST**

**EMPLOYEE PERFORMANCE APPRAISAL PRACTICES OF WORLD  
VISION – GHANA RURAL WATER PROJECT (GRWP)**

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**UNIVERSITY OF CAPE COAST**

**EMPLOYEE PERFORMANCE APPRAISAL PRACTICES OF WORLD  
VISION –GHANA RURAL WATER PROJECT (GRWP)**

**By**

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## DECLARATIONS

Candidate's Declaration:

I hereby declare that this dissertation is the result of my own original work, except for references and quotations which have been duly acknowledged and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature..... Date.....

Name: Serwah Afriyie

Supervisor's Declaration

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

Supervisor's Signature..... Date.....

Name: Mr. Joseph C. Sefenu.

## ABSTRACT

The study investigated the employee performance appraisal practices of the World Vision's Ghana Rural Water Project (GRWP) and how effective the practices are.

The problem under investigation was a fact-finding research so the appropriate research design used was exploratory. The study also used a descriptive survey because it involved collection of data, which informed the answers to the problem stated.

The population for the study was the staff of the Ghana Rural Water Project and the total number was 70, which was further sub-divided into namely, senior management and junior staff. The sample size for the study was 40 and out of the 40 questionnaire that were distributed, 30 responded. The study relied on both primary and secondary source of data and the researcher solely collected the data for the study, through the administering of questionnaires to the respondents in both senior and junior staff categories. Interpretation of quantitative data was done mostly by the use of tables and the data gathered from the in-depth interviews were analysed in a narrative form using the research questions raised for the study in relation to the main sections of the interview guide and the questionnaire. Data were analysed with the use of Statistical Package for Social Sciences (SPSS).

The study revealed that the current appraisal practices were not as effective as it was expected. The annual assessment, was the cause of disagreements between appraisee and appraiser. This is so because set targets were not discussed at the beginning of the assessment period.

Again, some of the respondents were of the view that the final assessment must be validated by an independent office to avoid victimization and personalization. It was also observed that, in an attempt to avoid negative feedback, superiors tend to distort their performance rating and some do not give any feedback at all. Another serious lapse identified was the absence of post-assessment interview, which is a very important aspect of the process.

Based on the findings, it was recommended that clear-cut performance appraisal objectives should be set out and made known to all concerned. Objectives should be developed jointly between the supervisor and the employee. Once the objectives are determined, appraisal should be performed frequently to help build a good and direct relationship between the appraiser and the appraisee. Again, performance standards must be specific and should be based on job analysis. There is also the need to redesign the appraisal form to suit the needs of the various projects under World Vision.

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## **DEDICATIONS**

I dedicate this work to my husband, Mr. Victor Kwabena Baah Danquah and our two lovely sons, Edward Danquah and Nana Osei Afriyie Danquah

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## CHAPTER ONE

### INTRODUCTION

According to Herbert, Donard, John, and Lee (1989), managers often believe that the most significant Human Resource outcome involves the contributions employees make to an organisations's goal attainment. These contributions are called 'employee performance', meaning how effectively employees carry out their job responsibilities. High-performing employees successfully carry out their jobs responsibilities and thereby make a contribution to the goals of the organisation.

Employee performance is important in human resource management because it serves as a crucial outcome variable in evaluating Human Resource management. However, before performance can be used for managerial decisions, it must first be measured, and that is why assessing outcomes is a human resource activity in human resource management.

#### **Background to the Study**

Every organisation would therefore measure the individual contributions of each employee through the use of a systematic performance measurement system. A systematic performance measurement system refers to a regular, objective and uniform nature of performance appraisal. It must be regular to provide timely feedback to both management and staff. It must also be objective and uniform to ensure equity.

However, performance appraisal is perhaps the most misunderstood of all the staffing functions. Seen as a cumbersome process by many, it is put off to the last minute by most managers and viewed as an annual nuisance by others. Therefore, it does not receive the attention it deserves in many organisations. This is ironic since the performance appraisal process is the focal point for all the staffing activities of an

organisation. Understanding how an organisation handles the performance appraisals of its employees will inform how that same organisation manages, develops and rewards its employees. This study therefore will focus on the employee performance appraisal system of World Vision's Ghana Rural Water Project.

World Vision International was set up with an embellished Christian sensitivity and basically has a vision of relief, development and advocacy projects dedicated to helping children and their communities worldwide and to help them to reach their fullest potential by tackling the causes of poverty. World Vision serves all people regardless of religion, race, ethnicity or gender with focus on children.

World Vision's operations in Ghana started in 1975. The organisation opened an office in June 1979. Currently, World Vision Ghana operates twenty-eight (28) Area Development Programmes (ADPs), five (5) institutional and twelve (12) special projects throughout the country.

The Ghana Rural Water Project is one of the projects under World Vision Ghana and is currently based in Savelugu in the Northern Region. The main aim is to drill borehole to provide potable drinking water for needy communities. Organisations use various methods to measure employees performance. However, the most frequent method used is called performance appraisal, and it is given the greatest attention in this study.

### **Statement of the Problem**

Currently, the staff strength of GRWP is seventy (70). The Ghana Rural Water Project (GRWP) has a procedure for appraising the performance of its employees. The result of the performance appraisal is then used as the basis for promotions, training and other benefits. Over the years staffs have complained about the process since according to some, the performance appraisal system is not as effective as expected since very important procedures which affect the final results were always ignored.

Lack of all-important elements of the performance appraisal system is bound to affect the consistency of raters in their rating and this can affect the validity of the performance appraisal data.

Chaotic situations are created when employees are given cause to question the basis of certain promotions, benefits, dismissals and transfers.

Where employees feel the performance appraisal system is sometimes improperly administered, serious antagonism and conflict between superiors and subordinates can occur. The effect of this on the appraisee is low morale, apathy, bitterness and lukewarm attitude towards work.

These are some of the behaviors that are exhibited by employees hence, the need to undertake a study of the present performance appraisal system in GRWP to find out the reasons behind these attitudes and provide suggestions and recommendations to improve upon the system.

### **Purpose and Significance of the Study**

The purpose of the study was to investigate and identify the factors, which have worked against the effective operation of the performance appraisal system at GRWP. The aim is to provide suggestions and recommendations for improvement. The study intends to throw more light on the understanding of how performance appraisal should be conducted. It will further highlight the shortcomings of the current system. Finally, this work will encourage further study on the subject.

### **Limitations of the Study**

The only limitation of the study was that, since most of the staff were field staff and as such distributing and collecting the questionnaire were difficult. However, most of the staff filled and presented their forms.



### **Objectives of the Study**

The objectives of the study are to bring to bear the performance appraisal processes of GRWP, its effects on the employees and how the appraisal systems ultimately affect productivity within the organization. The objectives are to:

- Ascertain the staff perception of the performance appraisal practices in general and the performance appraisal procedure in GRWP.
- Measure the adequacy of the current performance appraisal system.
- Identify the uses of the performance appraisal results.
- Ascertain whether compensation and benefits are based on performance appraisal.
- Identify the problems of the system and make recommendations to management to improve upon the system.

### **Research Questions**

The above objectives lead to the following research questions. To what extent is performance appraisal system used to meet administrative and developmental objectives in GRWP?

- Does the corporate culture in GRWP support performance appraisal systems?
- To what extent is the process of performance appraisal perceived as fair and satisfactorily?
- What bottlenecks impede the effectiveness of the system?

The researcher would attempt to address the research questions in order to achieve the objectives for the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### INTRODUCTION

Performance management is important because it plays a pivotal role in any organisation's human resource framework. There are clear benefits from managing individual and team performance to achieve organisational objectives. This chapter reviews what various writers have already said about performance appraisal.

The purpose is to:

- Determine the criteria that distinguish 'good' from less acceptable performance.
- Evaluate the most common techniques for measuring performance.
- Consider whether or not performance management really encourages desirable work behaviour.
- Investigate how performance management can be used to reinforce an organisation's human resource strategies.

#### **Performance Appraisal Definitions**

According to Rue and Byars, (1995), performance appraisal is a process that involves determining and communicating to employees how they are performing their jobs and establishing a plan for improvement. Performance appraisal is the "name given to procedures which make regular assessment of employee performance." (Herbert et al, 1989). This is normally done annually as opined by Rue and Byars. (1995). Conventionally, superiors assess, record and discuss performance levels with their subordinates. Performance appraisal enables employees to receive feedback on their performance; identify training needs and make further plans for development. "It is a systematic review of progress" as stated by Livy,(1987). This is an all-embracing

definition, “Formal performance appraisal are the means of telling a subordinate how he is doing and suggesting needed changes in his behaviour, attitudes, skills or job knowledge” (McGregor, 1958).

The above definitions make it clear that performance appraisals are most commonly undertaken to let an employee know his/her performance compared with the supervisor’s expectation and to identify areas that require development. Performance appraisal can therefore be said to be essentially a formal discussion that is planned with a prescribed format between a superior and a subordinate. The purpose is to discover how the subordinate is presently performing on the job and how he can perform more effectively in the future so that the subordinate, the superior, and the organisation can all benefit. It should be made clear that, no organisation can perform effectively unless it includes a good performance appraisal that is well implemented. Performance appraisal thus becomes an indispensable managerial tool for measuring employee actions against standards of acceptable performance. Figure 1 shows the interrelationship of performance appraisal with the four elements in the control process.

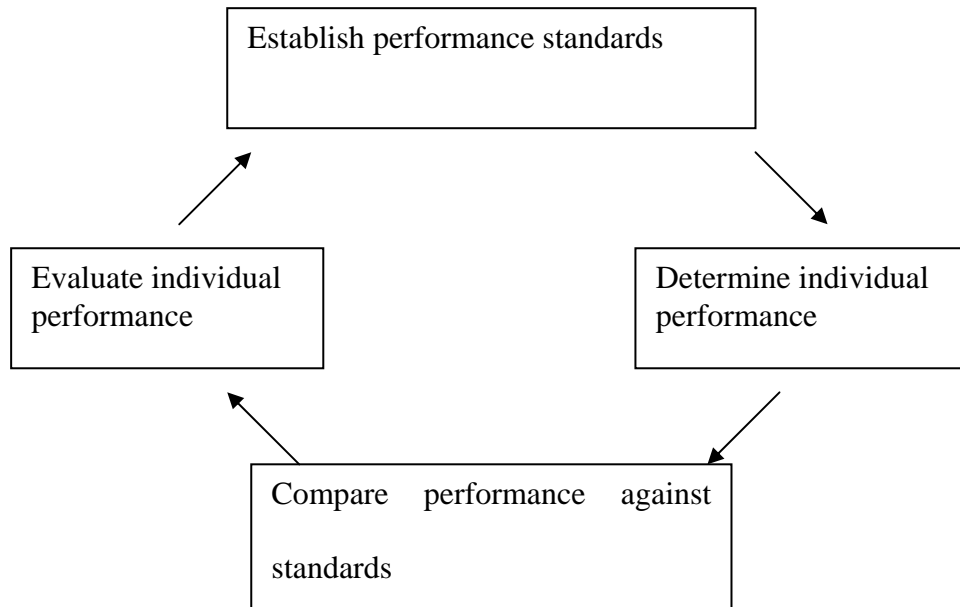
### **The Performance Appraisal Process**

Hodgetts (2002), identifies a four- step process known as the Performance appraisal cycle. The performance appraisal cycle consists of the following:

- First, there must be some established performance standards that specify what the worker is supposed to be doing. These standards should be quantified. There is also the need to establish the basis against which to evaluate the individual.
- Secondly, there must be a method of determining individual performance.
- Thirdly, there must be some comparison against standards. At some point, the individual work record should be compared with the standards set for the job.

- Fourthly, an evaluation of performance should be made based on the comparison.

**Figure 1: The Role of Performance Appraisal in the Control Process**



Hodgetts, (2002) Performance Appraisal Process

### **Performance Appraisal Methods**

Various performance appraisal methods are used within organisations but broadly speaking the methods can be classified into either:

- “Relative judgment methods,” such as individual rating scales and comparison methods, or
- “Outcome –oriented approaches, “such as Management by Objective (MBO) systems.

A number of different performance appraisal methods or formats are available. Some methods focus more on the employee behaviour (behavioural approach); others are more results-oriented and emphasise the results of employee behaviour.

Bohlander and Sherman (2001), identify three types of performance appraisal methods: Traits, Behavioural and Results Method.

### **Traits Methods**

Traits approaches to performance appraisal are designed to measure the extent to which an employee possesses certain characteristics; such as dependability, creativity, initiative and leadership skills, which are viewed as important for the job and the organisation in general. These approaches are more popular despite their inherent subjectivity, due to the ease with which they are developed. If not designed carefully based on job analysis, they can be notoriously biased, vague and subjective.

### **Types of Traits Approaches**

#### **Graphic Rating-Scale Method**

Each employee is rated according to a scale of characteristics. There are many variations of this method. The differences can be found in the characteristics or dimensions on which individuals are rated, the degree to which the performance dimension is defined for the assessor and how clearly the points on the scale are defined.

This method can be very subjective. However, subjectivity is reduced somewhat when the dimensions on the scale points are defined as precisely as possible. This can be achieved by training assessors by including descriptive performance appraisal guidelines in a performance appraisal reference packet.

The advantages of the graphic rating scale are that, it is easily understood, easy to use and it avoids placing people in specific categories (“good”, “poor” etc.). However, it tends to interpret written descriptions in the same manner because of differences in background, experience and personality.

It is also possible to choose categories that have little relationship to job performance or to omit categories that have a significant influence on job performance. An example of graphic rating scale is shown in appendix D.

The ratings can be in a series of boxes as in appendix D or they can be on a continuous scale (0-9). In the latter case, the rater places a check above descriptive words ranging from “none to maximum”. Typically, these ratings are then assigned points. For example, in the above, outstanding may be assigned a score of 4 and unsatisfactory a score of 0. The total scores are then computed.

### **Mixed Standard Scales**

This is similar to the scale method but is based on comparison with a standard. The supervisor evaluates employees by indicating whether their performance is better than, equal to, or worse than the standard for each behaviour.

### **Forced Choice Method**

This requires the assessor to choose from statements designed to distinguish between successful and unsuccessful performance. The assessor selects one statement from the pair without knowing which statement correctly describes successful job behaviour (e.g. A. works hard. B. works quickly. or A. shows initiative. B. is responsive to customers). The cost of establishing and maintaining its validity is a major limitation.

### **Forced – Choice Rating**

According to Anderson (1993), this method uses a number of adjectives or phrases to indicate higher or lower performance. The appraiser is asked to identify the descriptive statements that best describe the performance of each employee.

Alternatively, the appraiser is asked to indicate those adjectives or phrases that least well describe the employee's performance. The statements are weighted or scored. People with high scores are, by definition, the better employees, and those with low scores are the poorer ones. For example, an organization can set the following percentages and categories:

- Exceptional 5%
- Exceeds Standards 25%
- Meets Standards 55%
- Room for improvement 10%
- Not acceptable 5%

The appraiser completing the performance appraisal would have 5% of his or her team members or employees as exceptional, 25% as exceeding standards etc.

This approach is seldom used because of the substantial amount of development work that is required. The advantages with this approach are that it is easily understood, easy to use and Reduces the problems of central tendency, over-leniency and over – strictness. In spite of these, there is the difficulty in standardizing performance indicators. Also, raters who are not trusted become irritated and the method cannot be used effectively to achieve the development of employees.

### **Essay Method**

Unlike the rating scales, which provide a structured form of performance appraisal, the essay method requires the appraiser to compose a statement that best describes the employee being appraised. Often, the essay method is combined with other rating methods. Locher and Teel (1977) describe the “easy method” as the Free

Written Report. The essay performance appraisal gives the rater the opportunity to write an account of the employee that report to him in an unstructured form.

The appraiser composes a statement that best describes the employee being appraised. Instructions are often provided to the manager as to the topics that should be covered. The rater writes a paragraph or more covering an individual's strengths, weaknesses, potentials, job knowledge, and ability to get along with other employees and to make recommendations for his or her development.

### **Sample Essay Statement**

*Marge has been absolutely dynamic in perking up the San Antonio region's sales. She has increased sales an average of 8 percent for the past 11 months, while cutting costs of acquiring a sale by \$198 per sale. Latter, a letter is received at headquarters complimenting us for having Marge as a salesperson. The customers love her work and style. She has also trained three new sales trainees in the use of the new spreadsheet inventory control system. Her enthusiasm is contagious, and she has been one of the bright lights in showing others how to sell with a smile and high energy.*

*On two occasions, Marge blew up when asked to report in detail on two important service calls. She claimed that she lost her composure because the pressure was unbearable. Although she apologizes to Christ, the Sales District Manager, Marge will have to learn that we operate on a closely controlled system. If she can control her quick-trigger temper, the sky is the limit for this outstanding sales star. ( Locher and Teel 1977).*



The main strength of “easy method” is that, it forces the appraiser to give careful thought to employee’s performance and can produce useful comments relating both to their current performance and their potentials. On the other hand, it has the problem of variability in length and content. That is, one manager may write a lengthy statement describing an employee’s potential and little about past performance. The quality of the performance may also be influenced by the supervisor’s writing skills and composition style and finally, it tends to be subjective and may not focus on relevant aspect of job performance.

### **Behavioural Methods**

According to Oberg (1972), these comprise the critical incident method, behaviourally anchored rating scale and behaviour observation scale.

#### **Critical Incident**

As explained by Oberg (1972), a critical incident occurs when employee behaviour results in unusual success or unusual failure in some part of the job. Because behavioural incidents are specific, they can facilitate employee feedback and development. However, unless both favourable and unfavourable incidents are discussed, employees may have negative feelings about this method. Noe, Hollenbeck, Gerhart and Wright (2004), define the critical incident method as a performance measurement based on managers’ records of specific examples of the acting in ways that are either effective or ineffective.

The critical incident is based solely on the behavioural incidents that are considered to be critical for satisfactory performance in a given job, hence the name critical incident approach. According to Oberg (1972), supervisors are asked to keep a record, a “little black book”, on each employee and to record actual incidents of

positive or negative behaviours. After a number of these incidents have been recorded, independent judges who are familiar with the job identify those that they feel are most critical. Those behaviours that merit agreement among the independent observers are then used as critical incidents for either good or poor performance, and the appraiser can then check whether or not these behaviours are engaged in by the subordinate. In this case, instead of arguing over traits, the discussion now deals with actual behaviour. Employee's performance not his personality, is being criticized. He will know specifically how to perform differently if he wants to be rated higher the next time.

According to Oberg (1972), the critical incident method gives the supervisor enough time to observe each subordinate during the evaluation period. This gives the supervisor actual, factual incidents to discuss with an employee.

Again if done properly, the logs can help to avoid many common rating errors and help facilitate discussions about how an employee's performance can be improved and it covers the entire performance appraisal period. However, it can be burdensome and time-consuming to require a supervisor to jot down incidents regularly. Also the definition of a critical incident is unclear and may be misinterpreted differently by different managers. Again, it may cause a supervisor to delay feedback to employees and the supervisor alone sets the standards, which may seem unfair to a subordinate.

### **Behaviorally Anchored Rating Scale (BARS)**

According to Bolton (1997), Smith and Kendall developed what is referred to as the behaviorally anchored rating scale, (BARS) or the behavioral expectation scale (BES). It is designed to assess behaviors required to successfully perform a job. The focus of BARS is not on performance outcomes, but on functional behaviors

demonstrated on the job. The assumption is that these functional behaviors result in effective performance on the job.

A behaviourally anchored rating scale (BARS) consists of a series of five to ten vertical scales – one for each important dimension of performance identified through job analysis. These dimensions anchored by behaviours and identified through critical incidents, are placed along the scale and are assigned point values according to the opinions of experts.

As explained by Bolton (1997), BARS is typically developed by a committee that includes both subordinates and managers. The committee's task is to identify all the relevant characteristics of dimensions of the job. Behavioral anchors in the form of statements are then established for each of the job dimensions. Several participants are asked to review the anchor statements and indicate which job dimension each anchor illustrates. The only anchors retained are those, which at least 70 percent of the group agrees belong with a particular dimension. Finally, anchors are attached to their job dimensions and according to values that the group assigns to them. BARS are developed through the active participation of both the manager and job incumbents.

The anchors are developed from the observations and experiences of employees who actually perform the job and BARS programme could minimize subordinate or superior defensiveness towards evaluation. However, It takes a considerable time and commitment to develop BARS and separate rating scales must be developed for different jobs.

### **Behaviour Observation Scale (BOS)**

Oberg (1997), explains BOS as measuring the frequency of observed behaviour. It is similar to BARS in that they are both based on critical incidents. However, rather than asking the evaluator to choose the most representative behavioural anchors (as in BARS), a BOS is designed to measure how frequently each of the behaviours has been observed. The value of BOS is that it allows the appraiser to play the role of observer rather than of a judge, so that he can easily provide constructive feedback to the employee.

A major drawback of this method as mentioned by Noe et al (2004), is the amount of information required. A BOS can have 80 or more behaviours, and the manager must remember how often the employee exhibited each behaviour in 6 to 12 month rating period. This is taxing enough for one employee, but managers often must rate 10 or more employees. Even so, compared to BARS and graphic rating scale, managers and employees have said they prefer BOS for ease of use, providing feedback, maintaining objectivity, and suggesting training needs.

### **Ranking Methods**

As stated by Noe et al (2004), the ranking methods measures the performance of an employee and rank them in their groups from the highest performer to the poorest performer. They further explain the ranking method as comparing people in different units for the purposes of taking personal actions. For example, choosing a service supervisor or determining the relative size of salary increases for different supervisors requires subjective judgment, not statistics. The best approach appears to be ranking technique. This can be very difficult to do if the supervisor is asked to rank a large number of subordinates, for example, over twenty. It is also much easier for the

supervisor to rank the best and worst employees in a reliable way than it is to rank the average ones. The two most effective methods are “alternation ranking” and “paired comparison ranking”.

### **Alternation Ranking**

In this method, the names of employees are listed on the left- hand side of a sheet of paper – preferably in random order. If the rankings are for salary purposes, a supervisor is asked to choose the “most valuable” employee on the list, cross his name off and put it at the top of the column on the right – hand side of the sheet. Next, he selects the “least valuable” employee on the list, crosses his name off and enters it below the top name on the right-hand list.

The supervisor then repeats this process for all of the names on the left-hand side of the paper. The resulting list of names in the right-hand column gives a ranking of the employees from most to least valuable. This method is simple to use and forces appraiser not to discriminate between different levels of performance. However, group may not conform to a distribution dictated by a straight ranking and also raises questions about fairness.

**Table 1:  
Ranking Method outline**

Employees to be ranked	Rankings	
------------------------	----------	--

(List names in any order in this column)	1 – highest	(insert name)
	2 – next highest	
	3 – next highest	
	4 – next highest	
	4 – next	
	3 – next lowest	
	2 – next lowest	
	1 – lowest	

Source: Adapted from R. Harvey, “Job Analysis.” In a Handbook of Industrial & Organisational Psychology. (1991)

### Paired Comparison Ranking

Noe et al describes this technique as a measurement that compares each employee with each other employee to establish rankings. They further state that the method is just as accurate as alternation ranking. This method is best illustrated with an example.

Suppose a manager is to evaluate six employees. The names of these employees are listed on the left side of a sheet of paper. The manager then compares the first employee with the second employee on a chosen performance criterion, such as quantity of work. If the manager thinks the first employee has produced much work than the second employee, a check mark would be placed by first employee and he would then be compared to the third, fourth, fifth and sixth employee on the same performance criterion. A check mark would be placed by the name of the employee who had produced the most work in each of these paired comparisons. The process is

repeated until each employee is compared to every other employee on all of the chosen performance criteria. The employee with the most marks is considered to be the best performer and the employee with the least number of checked marks is the lowest performer.

With large numbers of employees, it becomes extremely time consuming and cumbersome. In spite of the drawbacks, ranking method offers employee some benefits. It counteracts the tendency to avoid the controversy by rating everyone favourably or near the centre of the scale. Also if some managers tend to evaluate behaviour more strictly or leniently than others, a ranking system can erase that tendency from performance scores.

### **Results Methods**

According to Noe et al (2004), the results methods evaluate employee accomplishments, that is, the results they achieve through their work. Advocates of Results Performance Appraisals argue that they are more effective and empowering for employees. They also give employees responsibility for their outcomes, while giving them discretion over the methods they use to accomplish them (within limits). They include productivity measures, management by objectives, and 360 degrees evaluations.

### **Productivity Measures**

As opined by Herbert et al, (1989) page 157, Productivity Measures uses the amount of output produced to assess the performance contributed when employees produce an identifiable physical product. Some jobs in manufacturing are suitable for

this sort of performance assessment. Jobs for which measures of physical output are applicable need to satisfy several important requirements. First, the output must be produced on a repetitive basis to determine whether output levels are increasing or decreasing with time or differ between employees.

Also, unless the individual or work group is primarily responsible for the amount of output produced, it makes little sense to measure individual employee contributions in terms of units produced. Jobs in integrated production facilities where the pace of the work is largely determined by mechanical processes are thus not well suited to this form of performance assessment, even though such processes may yield an identifiable physical product. Herbert et al (1989).

### **360 Degrees Evaluation**

Noe et al defines the 360 Degree Evaluation as a performance measurement that combines information from the employee's managers , peers, subordinates, self and customers, Many companies are combining various sources of performance appraisal information to create multi assessor – or 360 degrees - performance appraisal and feedback system. Jobs are multifaceted and different people see things differently.

As the name implies, 360 degrees feedback is intended to provide employees with accurate view of their performance as much as possible by getting input from all angles. This system combines more information than a typical performance appraisal and so, it can become administratively complex.

### **Management by Objectives (MBO)**

Management by Objectives seeks to judge the performance of employees on the basis of their success in achieving the objectives they established through consultation with their superiors. Performance – improvements under Management by Objectives



focus on the goals to be achieved by employees rather than on the activities that they perform or the traits they exhibit in connection with their assigned duties. According to Herbert et al (1989), the goals are established for the individuals but not the jobs. The requirement is that performance can be objectively measured and compared, against employee to employee on yearly basis.

McGregor (1958), believes that, instead of creating antagonisms because of judgments, the superior should work with subordinates to exercise self-control and manage their job performance. Drucker (1955), advocated for such a method of performance appraisal and he argues that; “an effective management must direct the vision and efforts of all managers towards a common goal. It must ensure that each manager understands what results are demanded of him. Superiors must understand what to expect of each of their subordinates and managers. It must motivate each manager to maximise effort in the right direction.” Drucker also saw performance appraisal as part of a wider scheme of “management by objectives”.

Management by Objectives is more than just an evaluation programme and process. It is viewed as a philosophy of managerial practice, a method by which managers and subordinates plan, organize, control, communicate and debate. By setting objectives through participation or by assignment from a superior, the subordinate is provided with a course to follow and a target to shoot for while performing the job.

Peter Drucker (1958), outlined, some systematic programme to be followed in MBO process as follows:

- The superior and subordinate conduct meetings to define key tasks of the subordinate and to set a limited number of objectives (goals).

- The superior, after consulting with the subordinate, establishes the criteria for assessing the accomplishment of the objectives.
- The participants set objectives that are realizing, challenging, clear and comprehensive.
- Intermediate progress and reviewed dates are agreed upon.
- The superior and subordinate make any required modifications in original objectives.
- A final evaluation by the superior is made and a meeting is held with the subordinate in counseling and in encouragement session.
- The subordinate sets objectives for the next cycle after consulting with the superior, keeping in mind the pervious cycle and future expectations.

Drucker (1958), emphasised that an important feature of any Management by Objectives programme is that, discussions are centered on performance and results. The results hopefully are objective in nature and associated with certain work behaviours. The superior and subordinate dissect the objectives achieved and not achieved, and analyse to help subordinates improve upon it in the next cycle of objectives setting.

Management by Objective in some situations is very effective. However, in other cases, it is costly and disruptive. Managers therefore need to examine the purposes, costs, benefits and their preferences before selecting or discarding a Management by Objective programmes.

In general, Noe et al (2004), state that, results can be less subjective than other kinds of performance measurement and this makes measuring results highly acceptable to employees and managers alike. It is relatively easy to link objectives to organizational

goals. However, measuring results has problems with validity, because results may be affected by circumstances beyond each employee. Also, if the organization measures only final results, it may fail to measure significant skills or behaviours.

### **Self-Performance Appraisal**

With this method, the employee is given the opportunity to comment on his or her own performance in the performance appraisal documents, and to put forward suggestions relating to, for example, the modification of the job description and further training and development. McGregor (1958), has indicated that employee's should undertake self-performance appraisal to assess how far they had accomplished targets established by mutual agreement with their managers.

According to McGregor (1958), many schemes now in operation have established a two-stage performance appraisal procedure. The first stage invites the employee to commit self-assessment to paper, and written answers are sought in response to the following issues;

- Give a brief description of your job during the year of assessment.
- Summarize the objectives set for you during the year of assessment.
- State career objectives and how you see these objectives being fulfilled.
- Give a brief summary of your performance during the year of assessment, together with achievements and difficulties encountered. It also include performance of any tasks which may fall outside your job description.
- Indicate how many difficulties might have been remedied and also suggest how you might improve upon your performance.

The second stage of the manager's written evaluation of the employee requires the manager to provide ratings of things such as quality of work,

motivation, professional skill/competence, ability to communicate, and management of staff. In addition, the manager is asked to comment on the employee's effectiveness in his or present job performance, in relation to agreed objectives, strengths and weaknesses, career prospects and training requirements.

The self-performance appraisal approach seeks to involve the employees in the performance appraisal process and encourages him or her to prepare for the performance appraisal interview and to think carefully about work problems and performance.

### **The Performance Appraisal Interview**

As noted by Noe et al (2004), Performance Appraisal Interview is a periodic affair, (usually, it is an annual discussion between a supervisor and the employee). The performance appraisal interview provides a supervisor the opportunity to discuss a subordinate's performance record and to explore areas of possible improvement and growth. It also provides an opportunity to identify the subordinate's attitudes and feelings more thoroughly and thus improve communication between both parties that may lead to a feeling of harmony and co-operation.

Boice and Kleiner (1977), describes three generally used approaches to these interview situations. They are Tell and Sell, Tell and Listen and Problem Solving approaches.

Tell and Sell approach: the manager tells his subordinate how he is doing, and endeavours to persuade him to accept what has been decided for him in terms of improvements.

Tell and Listen approach: the subordinate is told how he is doing, but then sits back and listens to the individual's point of view, both about the performance appraisal and about any follow-up actions required.

Problem – Solving approach: the manager effectively puts aside the role of a judge in order to join the subordinate in mutual reflection on progress and mutual discussion about required action.

According to Noe et al (2004), the “tell and sell” approach is best for new and inexperienced employees, and that the “problem-solving” approach which encourages employee participation is useful for more experienced employees' especially, those with strong work ethic attitudes.

Although, these interview types differ in terms of the supervisor's behaviour, effective evaluation feedback sessions share a number of characteristics. These include:

- Review of overall progress.
- Discussions of problems that were encountered.
- Discussions of how current performance fit with long-range career goals.
- Specific action plans for the coming year, how to reach short and long term objectives.

A well-planned and well-educated feedback interview will facilitate the sharing of information and perceptions between rater and ratee. However, a poor feedback interview occurs because of poor preparation, error and miscalculation about the purpose of the sessions, and failure of the rater and ratee to achieve some accuracy in understanding each other. A rater should always realize that a ratee's perception is relative to him or her

### **Purpose of Performance Appraisals**

The purposes vary, (based from organisation to organisation) and are mainly concerned with establishing controls on the behaviour of people or bringing about changes in their behaviour. McGregor (1960), classified the purposes in three ways. These are, administrative, informative and motivational.

**Administrative:** providing an orderly way of determining promotions, salary adjustments, lay off and dismissal and transfer. A well-developed and administered performance appraisal system can provide valuable documentation for these decisions and can guard against unfairness in personnel actions.

**Informative:** supplying data to management on the performance of subordinates and to the individual on his or her strengths and weaknesses. If employees are to perform effectively on a job, they must be allowed to “see the target”. One very important use of performance evaluation data is to provide feedback to employees regarding their job performance. The more specific the feedback, the more valuable it will be in terms of improving performance. Unless an individual is aware of his specific shortcomings and strengths, he may not know how to improve upon his job performance. It should be noted also that, by telling your employees what behaviours you plan to evaluate, you are informing them of the job aspects which you feel are most important. Consequently, they should be able to determine exactly how to expend their time and effort.

**Motivational:** Creating a learning experience that motivates staff to develop themselves and improve their performance. Staffs tend to put in high performance when they realize that their performance is being rewarded positively. Managers also are generally motivated to evaluate effectively if performance appraisal is recognized as an

important dimension of their job. Evidence shows that, the purpose of the appraisal influences motivation to evaluate and hence the results obtained. Specifically, when appraisal results are used for administrative decisions, ratings tend to be higher and less variable than when used in a developmental or coaching context.

Cummings and Schwab (1973), contend that organisations typically view performance appraisal as having two broad purposes, an evaluation function and a developmental function. An evaluation function reviews past performance in the light of what has been achieved; actual performance is assessed in relation to what is seen as desired performance. On the other hand development function involves developing the capacity of people through formulating plans to develop employee's skills and careers.

In other words, Cummings and Scwab (1973) opined that, performance appraisals data can help supervisors, managers, and personnel specialists identify particular training needs or special talents in their employees. For example, if a number of employees were found to be deficient in terms of their use of time, a time management-training programme might prove effective.

Cummings and Scwab (1973), further argue that, poorly conducted performance appraisals have thwarted some organisations' attempt to dismiss continuously poor-performing employees.

Many a times, supervisors have given "satisfactory" performance appraisals to employees whose performances were not satisfactory, simply because those supervisors did not wish to engage in "confrontation" with these sub-par employees. Later, when performances have not improved and the organisation wishes to dismiss them, these employees produce several performance appraisals in which they were rated "satisfactory". How can the organisation say that their past performances have been so

unsatisfactory as to warrant dismissal when their performance appraisals were satisfactory?

In summary, a properly constructed and maintained performance appraisal system can contribute to employee effectiveness by providing feedback about specific strengths and weaknesses, documenting the fairness of administrative personnel decisions, providing information to guide employee training, development, and placement programmes, and enhancing feelings of responsibility on the jobs.

Since organisational effectiveness is strongly influenced by individual effectiveness, it is obvious that a good performance appraisal system can improve upon the overall effectiveness of the organisation. However, supervisors and managers should bear it in mind that unlike the other resources, human resource is an adaptable resource. It will therefore put up with a considerable amount of mishandling, particularly if the mishandling is benevolent. But start applying crude and uncaring methods of control and the resource may become unattractive, alienated and perhaps impossible to handle.

### **Problems with Performance Appraisals**

According to Alan Price (2004), performance appraisal has become one of the most widely used management tools despite its widespread criticism of its effectiveness. To add to the controversy, Strebler, Robison and Bevan (2001) from the UK's institute of employment Studies (IES), argue from research on over 1000 British managers that many performance appraisal systems have a limited impact on overall business performance and fail to both employees and organizations.



Many organisations try to use performance appraisal and review as a 'strategic lever' not just for the performance of individuals, but also the performance of the whole business. However, according to Strebler and colleagues:

This assumes that managers have the ability and motivation to make performance review work, by translating strategic goals into operational practice. Ideally, they should use the appraisal to help the employee see how their contributions add value to the organisation as a whole. Too often, however, they are rushed discussions where performance ratings are handed out, where petty lapses in performances are picked upon, or where performance-related pay is awarded.

Additionally, Strebler et al (2001), contend that performance review is rapidly becoming an 'overburdened management tool'. Along with its appraisal and objective-setting aspects, line managers are expected to pinpoint staff training requirements, provide career counseling, identify future star performers and do something about poor performers. These are all important elements of people management but the attempt to do so much at the same time often leads to poor results from appraisal schemes.

Alan (2004), says that, performance review systems are frequently rooted in the hierarchical organizations of the past, and often still drive pay or promotion decisions. Organizations are flatter today and there may be limited opportunities for upward progression. Rewards can also take forms other than pay increases. So, according to Strebler et al (2001), new systems are needed to meet the requirements of individual organizations. They advise a transformation of the performance review 'from a beast of burden into a thoroughbred', starting with business strategy, then being clear about

the roles, skills and behaviours required for delivering that strategy. Strebler et al proposed some rules:

- Clear aims and measurable criteria for success.
- Involving employees in design and implementation of the system.
- Keeping it simple to understand and operate.
- Making its effective use of manager's core performance goals.
- Ensuring that employees are always able to see the link between their performance goals and those of the organization.
- Using it to keep roles clear and the focus on performance improvement.
- Backing up the system with adequate training and development.
- Reviewing the system regularly and openly to make sure it's working.

Strebler, Robinson and Bevan (2001) concludes that, human resources functions that can deliver this will be making real and visible strategic contribution to their organization.

### **Improving Performance Appraisal**

Performance appraisals usually can be improved vastly. Noe et al (2004), recommends training as a way of reducing some of the errors to improve performance appraisal. According to them, raters can be trained as to how to avoid rating errors. Raters should also discuss their decisions with employees. The manager should be prepared adequately before conducting a performance appraisal interview. The performance appraisal interview is important. It has a great impact upon the organisational climate so without necessary information and preparation, it could produce negative results.

Herbert et al (1989), reiterate that, managers should hold performance appraisal interviews at frequent intervals. These intervals may vary with different jobs; however, job performance appraisal interviews should be conducted more than once a year to be adequate in most instances.

While no absolute interval can be given to fill all needs, one performance appraisal every three months is more realistic than once each year to accomplish the purposes of performance appraisal interviews, especially for new employees. Older and experienced employees may not need performance appraisals nearly so often; sometimes once every two years will suffice for these employees.

To be continually effective, performance appraisals should look to the future as much as to the past. Both the manager and the employee should decide future performance goals and the manager should make future performance expectations clear to the employee.

According to Blanchard and Johnson (1982), “catching people doing things right” should be the philosophy of managers, however, “catching people doing things wrong” according to them has been the theme of many managers for too long. When managers do not mention good points, employees assume that these good things were not noticed and that only poor performances were noted.

### **Criticism of Performance Appraisal**

According to Bolton (1997), criticism of performance appraisal as an idea and in terms of the techniques used, are not new. It has been mentioned that one of the most cogent and well argued critiques come from Douglas McGregor in the “Harvard Business Review” in (1957). McGregor suggested that many managers disliked

conducting performance appraisals because they were unhappy sitting in judgment on their subordinates.

McGregor (1957), favoured a shift away from performance appraisal to analysis with a more positive approach. He further points out that it is no longer the subordinate who is being examined by the supervisor so that his weaknesses may be determined; rather the manager is examining himself in order to defend not only his weaknesses but also his strengths and potentials. (McGregor 1957).

McGregor's criticisms have been followed by many others, including Fowler and Boland (1990), who claimed that: although, still used, there has never been any hard evidence that (performance appraisal) actually improves performance.

Research carried out by the Institute of Personnel Management (IPM,1992), indicates that many schemes fail to link the performance appraisal of performance with the achievement of wider corporate objectives; indeed, the IPM claims that many schemes appraise the performance of individuals and assess their training needs in isolation from wider corporate activity.

Outcome of the research shows that, for performance appraisal to work best, it must be built on principles of trust and communication. That is, the employer must not only show a commitment to the performance appraisal scheme but must also be willing to share with the employee information about the scheme, its aims and objectives.

Personnel Management (IPM,1992), claimed that, vast majority of organisations, many more workers who are appraised individually, do not have sufficient personal influence over their workplace achievements such that they alone should be held accountable for successes and failures. It is they and their colleagues together who determine workplace output and quality.

Despite its many critics, performance appraisal has been in use for a considerable time. In recent years the tendency has been for more and more groups of workers to be covered by schemes of performance appraisal. These include school teachers and many other groups of white-collar professionals. In recent years the trend has also been for performance appraisal to be extended to more and more groups within organisations; it is now very common for groups of manual workers to find themselves being appraised. This growing use of performance appraisal suggests that many organisations find it a worthwhile process.

### **Selecting the Appropriate Performance Appraisal Method**

According to Herbert et al (1989), there is no one best performance appraisal method. Depending on the situation, certain methods may be better than others. The purpose of the performance appraisal is an important consideration when choosing a performance appraisal method. An increasingly important factor in selecting a method is whether the technique is legally defensible or not. It is also important to consider how well the method will control the types of assessor errors or biases that can occur in the performance appraisal process. (Noe et al 2004), mentioned some of the typical errors or biases that can occur in the process as:

- Halo effect – when the assessor allows one trait or characteristic (either positive or negative) to override a realistic performance appraisal of other traits or characteristics.
- Stereotyping – occurs when the assessor places an employee into a class or category based on one or a few traits or characteristics.

- Attributions – making an attribution means to assign causation for another's behaviour, e.g. attributing an employee's good performance to external causes such as luck, holding an easy job, or receiving help from co-workers.
- Recency effects – recency errors occur when performance evaluation is based on performance information that occurred most recently.
- Leniency / strictness errors – occurs when the assessor tends to use one of the extremes of a rating scale. When leniency errors occur, most employees receive very favourable ratings, even though it is not warranted by their performance. Strictness errors occur when the assessor erroneously evaluate most employees unfavourably.
- Central tendency errors – occurs when the assessor avoids the extremes of the performance scale and evaluates most employees somewhere near the middle of the scale.

### **Studies and Findings**

Empirical data about performance appraisal systems and their objectives have been gathered and analyzed in a number of surveys. However, despite the many apparent advantages of what should be an intrinsic and critical part of management control, there is much evidence to suggest that many performance appraisals are largely a waste of time.

For example, as a result of evidence from her survey into performance appraisal in 5 companies in the UK, Rowe (1965), was able to draw two significant conclusions:

- Managers were reluctant to appraise.
- They were even more reluctant to discuss the performance appraisal with their subordinates.

In 4 of the 5 companies studied by Rowe, the following percentages of performance appraisal forms were left blank.

- Company A – 40
- Company B – 78
- Company C – 52
- Company D – 14

In the fifth company all performance appraisal forms were completed, largely because it was the practice of the Managing Director to see them all himself. According to Rowe, “even those that were completed in the five companies were mostly couched in glib stereotyped generalities and provided little useful basis for strengthening weakness or improving performance in the job.” Rowe (1965) page 21.

Another study undertaken by Stewarts (1964), found evidence in her investigation into performance appraisal in two companies which suggested the following:

- More superiors than subordinates thought the interview was useful.
- A major concern among subordinates was over the purpose of the performance appraisal interview

The classical studies into performance appraisal in General Electric (of America) conducted by Meyer, Kay, and French (1979), also revealed the following:

- Criticism had a negative effect on achievement of goals.
- Praise appeared to have little effect in one way or the other.
- Most subordinates reacted defensively to criticism during the performance appraisal interview.
- Defensiveness resulting from critical performance appraisal produced inferior performance.

- The disruptive effect of repeated criticism on subsequent performance was greater among those individuals already low in self-esteem.
- The average General Electric employee's self-estimate of performance before performance appraisal placed him at the seventy-seven percent (77%).
- Only 2 out of 92 participants in the study estimated their performance to be below average.

The surveys referred to above were carried out in companies using peer-comparison and/or personality trait rating schemes, as opposed to objective target-setting approaches such as Management by Objectives. Despite its shortcomings, such highly subjective approach to performance appraisal continues to be widely used.

Some companies which are currently implementing performance appraisal systems for the first time are still introducing trait-rating schemes as the sole basis for formally assessing their managerial and technical staff, despite the obvious paradox that these schemes ignore the very basis of effective performance that is the achievement of desired results.

In their study, Field and Holley (1975), examined the uses of performance appraisal information in state government. They found the most frequently listed purposes of performance appraisal, in descending order, to be the following:

- Promotions, demotions and lay offs.
- Manpower planning and utilization.
- Salary adjustments.
- Communication between supervisors and subordinates.
- Determination of management development needs.



- Updating position descriptions.
- Validation of selection and promotion procedures.

On the local front, some observations and works have been done on performance appraisal. In his New Year message to Ghanaians on 1<sup>st</sup> January 1991, the Chairman of the Provisional National Defense Council (PNDC), Flight Lt. J. J. Rawlings, lamented “the fact that in our civil service bureaucracy, confidential reports on individual performance is just a matter of routine – almost everybody – that is the hardworking and the lazy – get a good confidential report.”

The result has been the destruction of incentive for hard work and lowering of organisation discipline. The Chairman’s observation and concern can be found at work in the study undertaken by Turkson (1997). In his work, “An Evaluation of the Employee Performance appraisal of Kumasi Furniture and Joinery Company Limited” (1997), Turkson reviewed the performance appraisal of that company as well as the method.

His findings revealed that the design and administration of performance appraisal scheme is not objective and fair. This has led to low morale among the workers. Performance appraisal is based on personality rather than performance and how close a worker is to the supervisor. He therefore, suggested that:

- There should be a good job description of all the employees, which according to the study the company lacked.
- Both appraisers and appraisees should be educated on the objectives of their performance appraisal to enhance mutual co-operation among the two groups for the success of the implementation of the scheme.

Nkrumah (1991), examined the new performance appraisal system in the Ghana Civil Service in his article “Towards an Effective Performance appraisal System in the Ghana Civil Service”. For the performance appraisal system to work effectively, Nkrumah provided the following suggestions:

- Deliberate effort should be made to explain to the workers, their managers and even the government that a fair and rigorous performance appraisal system will motivate workers. This will lead to a more productive civil service.
- Management should be prepared to base salary increases and promotion on performance appraisal returns.
- Workers training should be based on performance appraisal reports.
- Disciplinary decisions, including dismissal must be based on performance appraisal results.
- Government should be able to mobilize resources for high wages to compensate the hard workers identified through the performance appraisal process.
- Financial allocation for training should be adequate.

The studies reviewed above, constitute a fairly representative sample of studies on performance appraisal schemes in the local front. Turkson (1997), said that both research and casual observation have made it clear to the management of many organisations that a regular performance appraisal of employee performance is a valuable tool for increasing employee productivity. According to Nkrumah (1991), it provides employees with feedback on “how I’m doing” and “How I can improve”, and gives supervisors and employees time and place to develop action plans for the next

year. In some instances performance appraisal has been shown to increase performance, but only if the performance appraisal is properly conducted. If done poorly, it can have a dampening effect on both performance and job satisfaction.

From the perspective of the individual worker, performance appraisals is an important part of the motivational climate of work since it plays a significant role in determining who receives the rewards an organisation provides to its members. In theory, available resources can be distributed so that good performers get more than average performers, who in turn get more than the poorer performers.

If the organisation is able to develop reasonably objective performance appraisal measure and then tie the rewards to these measures directly, the problems of perceptions of inequity are reduced though not likely eliminated. In short, job security, pay increases, work assignment and promotions are all calculated on the basis of management's performance appraisal of the worker's contribution to the organisation. (Nkrumah 1991).

To earn what is due them, employees will work harder if they feel that what they are doing is important and if they can be proud of the quality of their work. The fact is that people like to be "seen" and appreciated for what they do. It is a fundamental human need and the basis of self-esteem and self-confidence. Employees can be helped to perform better if their achievements are recognized.

According to Peter Drucker (1955), effective managers realize the importance of motivating employees, for they consider staff the most valuable resource available. "Machines, land and money were limited in their capacity". As opined by Drucker, a machine could produce so much, land could grow so much, and money could buy a certain quantity of items.

Drucker (1955), argued that people were different. They may do very little if they are depressed or demotivated or they can achieve incredible feats. In other words, people are the only resource which is uniquely and totally flexible. In his opinion, it is management's job to get the best of staff so that the staff, the manager and the organisation will all benefit.

Herbert et al (1989), also claim that if the "human touch" is missing no amount of coercion or financial persuasion will work. Also, credit should be given to people's ideas and build on their contributions. Again, people's feelings should be treated as important and employees trust should be upheld in the highest manner.

Employees should be seen as valuable and unique in themselves and not simply for their contribution to task. Finally, managers should look for the good and positive in others and acknowledge it when they find it and nurture others growth, teach, support and encourage subordinates.

In this way, they argue that, the degree of personal satisfaction, growth and commitment for managers and those they manage will increase considerably and with its performance.

### **How Performance Appraisal is Conducted at GRWP**

The Human Resource Division, which is within the Administration Department, is responsible for issuing the performance appraisal forms in October of each financial year to heads of departments to distribute to their staff. The forms are then filled by staff and given back to the respective supervisors. To ensure that all forms are filled, they are to be returned to the Human Resource Manager.

The staff's immediate supervisor writes his comments and the forms are passed on to the Project Manager of the organisation for his remarks. After the Project

Manager's evaluation, which is based on the staff supervisor's remarks, the forms are then sent to the Human Resource Manager for her to prepare the performance appraisal report. The performance appraisal report and the performance appraisal forms are sent to the head office and nothing is heard about the performance appraisal again. The form is divided into eight main sections (A-H). Section 'A' asks for personal data about the appraisees, section 'B' seeks to know the major positions held during the reporting year, section 'C' consists of the major goals that need to be achieved based on the appraisee's job descriptions. The information to be supplied by the officer here relates to the significant contribution made by him during the period of the performance appraisal.

In section 'D' the supervisor assesses the performance of the appraisee on the basis of Initiative, Job knowledge, Organisational ability, Level of integrity, Team Spirit, Confidentiality, Sense of Duty, General Comportment and Christian Commitment.

Section 'E' asks for support the appraisee received from his or her supervisor.

Section 'F' is filled by the appraisee and it centers on training and development of the appraisee.

This section asks for information about the various positions held by the appraisee and the major training and courses undertaken by the appraisee. Section 'G' is to be completed by the appraiser. He comments on the general performance of the appraisee. The appraisee completes section 'H'. This is where he signs to agree or disagree with his performance appraisal. Section 'I' is to be completed by the Project Manager where he makes comments on the work accomplished by the officer. There is a portion for general remarks also to be completed by the Project Manger. The overall staff assessment uses the Graphic Rating scale Method. After this stage, the filled forms

are sent to the National Director who writes his comments based on the comments made by Project Manager. (See appendix F for Organogram).

### **Weaknesses of the Scheme**

The form itself poses a challenge. All projects under World Vision use the same form. However, every project has different mandates and works differently. The objectives of the performance appraisal are not indicated on any part of the forms. In fact, the information on the form is inadequate.

Some sections on the forms, for example, where the appraiser is to score is not measurable and therefore not applicable to all the projects under World Vision (see appendix E for a copy of the Performance appraisal form). The overall assessment does not have any clear -cut rating scales. After going through some of the filled forms, it was observed that some of the staff do not even understand some of the questions on the form.

Other purpose like improvement of current performance is left out. Furthermore, no provision is made on the form for target setting for the individuals. Setting target emphasises on the future, which can be changed when the need arises rather than the past, which cannot be changed. Performance appraisal interview with all its merits is non-existent. The effect is that the subordinate does not get the opportunity to express his reasons for his low performance. Considering all these weaknesses, it has become imperative for the researcher to undertake this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **INTRODUCTION**

This chapter describes the research methods used in the data collection and analysis. The chapter will focus on the research design adopted, the population, sample size and sampling procedures, research instrument, data sources, data collection procedure, data analysis procedures and limitation of the research.

#### **Research Design**

The problem under investigation is a fact-finding research and the appropriate research design is exploratory. This is because the problem has not been clearly defined and the study is yet to come out as to whether there are problems with the current performance appraisal system in GRWP or not. It will provide a significant insight into the current performance appraisal system in GRWP because the problem has not been clearly defined.

This method helps in determining the best research design, the method for data collection as well as population selection. Exploratory research relies on secondary data such as reviewing of available literature or data, informal discussions with employees or management as well as formal approaches through interviews and questionnaire administration.

#### **Population**

The population for the study will be the staff of the Ghana Rural Water Project. GRWP consist of five (5) departments namely Administration, Finance, Operations, Quality Service and Water Quality. There are two categories of staff; namely, senior

management and junior staff. The senior management consists of the Heads of departments and Divisional Heads.

The junior staffs consist of other staff with no managerial responsibilities and the total number of staff for GRWP is 70. Table 1 shows the distribution of population by the various departments in GRWP.

**Table 2:**

**The Population of GRWP Staff:**

<b>Department</b>	<b>Number of Staff</b>	<b>Percentage (%)</b>
Administration	15	21
Finance Department	7	10
Operations Department	42	60
Quality Service Department	3	4.3
Water Quality Department	3	4.3
<b>Total</b>	<b>70</b>	<b>100</b>

### **Sample Size and Sampling Procedure**

A sample size of 40 was used during the primary data collection and out of the 40 questionnaires distributed, 30 responded. In order to avoid biases in the data collection, Simple Random Sampling was used to select both junior and senior staff from the various departments.

All the respondents were GRWP staff and were selected randomly from the organisation. The sampling method was used because it was the most appropriate method for the understanding of the current performance appraisal practices at GRWP.



Proportional Allocation was used to determine the sample size of the population. The proportional allocation formular is given as:  $k = c (N_h)/N$

Where;

$N_h$  =Population for each department

$N$ = Total Population of GRWP

$k$  = Number of respondents from each department/Sample Size

$c$  = number of questionnaire distributed

The Table below shows how the sample size was determined.

**Table 3:**

**Sample Size Determination**

Department	Population	Proportional Allocation	Sample Size	Percentage (%)
Administration	15	$15/70 \times 40$	8	20
Finance	7	$7/70 \times 40$	4	10
Department				
Operation	42	$42/70 \times 40$	24	60
Department				
Quality Service	3	$3/70 \times 40$	2	5
Department				
Water Quality	3	$3/70 \times 40$	2	5
Department				
<b>Total</b>	<b>70</b>	<b>40</b>	<b>40</b>	<b>100</b>

The number of respondents from each department (sample size) was based on the total population from each department. Therefore, the number of questionnaires given to each department was based on the number of people in each department.

## Research Instrument

Two sets of instruments (questionnaire and interview schedule) were designed and developed for the study. To facilitate the design and development of the instruments, the researcher searched the literature and used the issues raised in the background of the study to write questionnaire items that would elicit information to answer the research questions.

The use of the questionnaires as opined by Kumekpor (1993), is useful and appropriate for all categories of the population. Sarantakos (1998) also identified questionnaires as being helpful in that, they standardize data collection, ensure high confidentiality of respondents, and elicit truthful information from them.

The questionnaires included a set of both open and close-ended items and had 31 questions with direct linkage to the research questions raised for the study. Some items were open-ended which allowed the respondents to give responses that the researcher did not think of. As Lokesh (1997) pointed out, open questions provide for greater depth of responses and the freedom given to the respondents to reveal their opinions and clarify their responses. The questionnaires were designed to be completed by the respondents themselves because the study population was literate. Respondents were granted anonymity to ensure frankness in their responses. In all, 40 questionnaires were distributed to staff and the completed questionnaires were returned by hand through colleagues. Personal interviews followed the questionnaire to capture the information that might have been omitted in the design of the questionnaire.

The second set of questionnaire (Interview Schedule for Senior Management ) was used to interview senior management. There were nine structured questions on the interview schedule.

## **Data Sources**

The study relied on both primary and secondary sources of data. The Primary data was collected through the use of questionnaires administered to the staff of GRWP. The staff were grouped into Senior and Junior staff categories. Secondary data were obtained from the human resource division of GRWP.

### **Primary Data Source**

In order to carry out the stated objectives, two sets of structured questionnaire were used in addition to interviews.

The purpose was to obtain information on the following areas:

- The reason for the introduction of performance appraisal in GRWP.
- Achievement of performance appraisal.
- Problems associated with performance appraisal.
- How to improve on the present performance appraisal system.

### **Secondary Data Source**

The sources of secondary data were obtained from Human Resource Manuals, Annual Reports, Conditions of Service for staff and completed performance appraisal forms. Background information was extracted from these secondary sources. In processing the data, the researcher took into consideration the comments and suggestions made by the respondents. The deductions from the responses were used for the conclusions and the recommendations for the study.

### **Data Collection Procedure**

The Researcher solely collected the data for the study, through the administering of the questionnaires to the respondents in both the senior staff and junior staff category.

To facilitate the collection of data, the Researcher observed all the formalities required in such situation. An official meeting was held between the Researcher and the Senior Management team to discuss the content of the study and its relevance to the organisation. An official application was then made to the Project Manager to request for an approval to administer the questionnaire and also to conduct the necessary interviews. With the approval from the Project Manager, all respondents were encouraged to cooperate with the Researcher in the filling out of the questionnaire and to also note that it is an academic exercise which requires the highest form of objectivity and truthfulness. Confidentiality was assured and respondents were encouraged to return the completed questionnaires to the researcher on time. This was done to reduce the incidence of maturation.

### **Data Interpretation**

Data interpretation was done mostly by the use of tables. Tables and figures were derived from processed questionnaires.

### **Data Analysis Procedures**

The data gathered from the in-depth interviews were analysed in a narrative and quantitative forms. This was done using the research questions raised for the study in relation to the main sections of the interview guide and the questionnaires.

The data collected from the questionnaires would be checked, edited, coded and processed with the Statistical Package for Social Sciences (SPSS) software programme. SPSS package helped the researcher to analyse the data into tables and the percentages of occurrences using the univariate analysis. This presented a clear picture of the responses from the respondents. The researcher would be able to make inferences to the general population from the sample studied using bivariate and multivariate analysis

and the results from these analyses would then be used to generalise the findings to the population from which the study sample was drawn from.

## CHAPTER FOUR

### DATA PRESENTATION AND DISCUSSION OF FINDINGS

#### INTRODUCTION

This chapter consists of data presentation and discussion of findings. Data gathered was analysed with the use of Statistical Package for Social Sciences (SPSS). Tables were used to give a true reflection and representation of the data collected.

#### **Demographic Characteristics of Respondents:**

This section analyses certain demographic variables of the respondents.

#### **Sex of Respondents**

A total number of 30 respondents were interviewed in the survey conducted. Out of the total number interviewed, 87% were males while 13% were females as shown on the Table below.

**Table 4:**

#### **Sex of Respondent**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	26	87
Female	4	13
<b>Total</b>	<b>30</b>	<b>100</b>

#### **Age Distribution of Respondents**

It can be seen from table 4 below that, 53% of the respondents were in the middle age group while the over 45 year's group constitute 34%. It is obvious from the table that only few respondents were in the youthful age group (26-35) which constituted 13%. The survey indicates that, no respondent was below 26 years at GRWP.

**Table 5:**

**Age Distribution**

<b>Age Range</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Under 26	0	0
26 – 35	4	13
35 – 45	16	53
Over 45	10	34
<b>Total</b>	<b>30</b>	<b>100</b>

**Educational Background of the Respondent**

It is evident that 50% of respondents interviewed do not have tertiary educational background. Out of the 30 respondents, only 6 (20%) has Diploma, 6 (20%) have First degree, 3 (10%) respondents Masters Degree and 15 (50%) have below Diploma Degree. The educational levels reflect the thought, ideals, knowledge, aspirations and experience which are basic ingredients in forming perceptions, opinions and views.

**Table 6:**

**Educational Background of Respondents:**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Diploma	6	20
First Degree	6	20
Masters Degree	3	10
Below Diploma	15	50
<b>Total</b>	<b>30</b>	<b>100</b>

**Job Assignment of Respondents**

The response obtained from this open-ended question indicated a variety of job assignment. However, they can be grouped in two broad areas. These are:

- 1 Core Operational Staff
- 2 Support Staff

**Position of Respondents**

This shows the position of respondents. Out of the 30 respondents, 30% were junior staff, 13%, supervisors, 17%, officers, 27%, managers' and 13% senior managers. Table 6 indicates the breakdown.



**Table 7:**

**Positions of Respondents**

<b>Positions</b>	<b>Frequency</b>	<b>Percentage (%)</b>
SMT	4	13
Managers	8	27
Supervisors	4	13
Officers	5	17
Junior Staff	9	30
<b>Total</b>	<b>30</b>	<b>100</b>

**Respondent Number of Years Worked with WV-GRWP**

The table 7 shows that of the 30 respondents, only 1 (3%) person has worked less than 6 months. However, between 1 year and 5 years there were 10 (33%) respondents and 19 (64%) respondents indicated that they have worked for more than 6 years. The fact that majority of respondents have been with the project for more than 6 years means they have a considerable experience in the work and therefore understand its performance appraisal system.

**Table 8:**

**Respondents Number of Years Worked with WV-GRWP**

<b>Number of Years Worked</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Less than 6 months	1	3
1 Year – 5 Years	10	33
6 Years or More	19	64
<b>Total</b>	<b>30</b>	<b>100</b>

**Span of Control**

Out of the 30 respondents, 21 representing 70% answered that they have subordinates who report to them and 9 representing 30% replied that they did not have subordinates who report to them. This indicates that most of the staff are in supervisory position.

**How often are Formal Performance Appraisals Conducted**

The table 8 shows that out of the 30 respondents, 30 (100%) said that the performance appraisals are done annually. For the majority of the respondents to reply this way indicates that performance appraisal is an annual affair.

**How many of your subordinates have you appraised**

To this open-ended question, of the 30 respondents 21 (70%) indicated that they have conducted performance appraisals for their subordinates. 9 (30%) replied that they did not conduct performance appraisals. They explained that performance appraisals are done by their managers.

**Table 9:**

**How Often are Formal Performance Appraisals Conducted**

<b>Periods</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Annual	30	100
Semi-Annual	0	0
On-going	0	0
<b>Total</b>	<b>30</b>	<b>100</b>

**Table 10:**

**Respondents' Attitudes towards Performance Appraisal**

<b>QUESTIONS</b>	<b>STRONGLY AGREE</b>	<b>AGREE</b>	<b>DISAGREE</b>	<b>STRONGLY DISAGREE</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Q9. Performance appraisal helps to develop a better understanding between superiors and subordinates	33	47	20	0
Q10. Do you have a clear idea of what specific end results are expected of your job	30	53	17	0
Q11. Performance appraisals motivate employees to perform better	33	37	30	0

**Table 10 cont'd**

Q12. Performance appraisals should be based largely on the immediate supervisor's ratings of employee's performance	20	43	27	10
Q13. Performance appraisal should also involve the views of other directors who can comment from first-hand knowledge on the employee's performance	23	57	10	10
Q.14. Managers should discuss every aspect of the performance appraisal with subordinates	47	43	0	10
Q15 The performance appraisal form is adequately designed	10	40	33	17
Q16. Performance appraisal form should be designed to suit the various projects	47	40	10	3
Q17. A Subordinate's self-performance appraisal should be an important part of performance appraisal	17	83	0	0

**Table 10 cont'd**

Q18. Salary discussion should be based on the ratings and contents of performance appraisal reports	43	40	16	0
Q19. Promotions, demotions and /or lay offs decisions should be based on the ratings and content of performance appraisal reports	20	36.7	26.7	16.6
Q20. Most employees would prefer not to be appraised	13.3	43.3	30	13.4
Q21. The performance appraisal is subjective	13	47	30	10
Q22. Mangers frequently recognize subordinates for their good work	17	43	30	10
Q23. Outcomes of performance appraisal are not communicated in any meaningful way to employee	40	43	17	0
Q24. Feedback is used to punish, embarrass or put down employees.	13	27	47	13
Q25. Feedback information is never provided or provided too late to do any good	40	50	10	0

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To find out the general attitudes of employees towards performance appraisal, the following responses were provided according to the questions as shown in Table 9.

**Performance Appraisal helps to develop a better understanding between superiors and subordinates**

Table 9 depicts that out of the 30 respondents, 10 (33%) strongly agreed that performance appraisal helps to develop a better understanding between superiors and subordinates, 14 (47%) agreed and 6 (20%) disagreed. None strongly disagreed.

**Do you have a clear idea of what specific end results are expected of your job**

Of the 30 respondents, 9 (30%) strongly agreed, 16 (53%) agreed, 5 (17%) disagreed and none strongly disagreed.

**Performance Appraisals motivate employees to perform better**

Out of the 30 respondents, 10 (33%) indicated that they strongly agree and as many as 11 (37%) agreed, 9 (30%) disagreed and none strongly disagreed with the assertion. Table 9 provides the breakdown.

**Performance Appraisal should be based largely on the immediate supervisor's ratings of employee's performance**

Table 9 reveals that out of the 30 respondents, 6 (20%) strongly agreed to the proposition, 13 (43%) agreed and 8 (27%) disagreed, whereas 3 (10%) strongly disagreed. It can be deduced from the analysis that a greater number of the respondents agrees with the assertion that that the immediate supervisor should rate his/her subordinate. But one can deduce that a reasonable number (11) of the staff feel that an independent office should have a say in the final rating of the staff. This can be supported by responses from question 13.

**Performance Appraisal should also involve the views of other managers who can comment from first-hand knowledge on the Employee's performance**

Out of the 30 respondents, 7 (23%) strongly agreed with the suggestion, 17 (57%) agreed, 3 (10%) held negative views, while 3 (10%) strongly disagreed. The breakdown is shown in table 9 below.

**Supervisors should discuss every aspect of the Performance Appraisal with Subordinates**

Of the 30 respondents, 14 (47%) strongly agreed, 13 (43%) agreed to the suggestion and nobody (0%) disagreed with the view, whereas 3(10%) strongly disagreed. Peter Drucker (1955), under Management by Objectives supports this view that managers should discuss every aspect of the performance appraisal with their subordinates.

**The Performance Appraisal form is adequately designed**

The question probed into some of the aspects of the performance appraisal form being adequately designed and the result is given in Table 9. Of the 30 respondents, 3 (10%) strongly agreed, 12 (40) agreed while 10 (33%) disagreed and 5 (17%) strongly disagree with the proposition.

**Performance Appraisal form should be designed to suit the Various Projects**

From the table, it can be seen that of the 30 respondents, 14 (47%) strongly agreed that the performance appraisal form should be redesigned, 12 (40%) agreed, 3 (10%) disagreed, while only 1 (3%) strongly disagreed.

**A Subordinate's self-performance appraisal should be an important part of  
Performance Appraisal**

The results of the 30 respondents indicated 5 (17%) strongly agreeing to the assertion, 25 (83%) agreed. For the majority to respond positively is an indication that the respondents were interested in assessing their own performance. The revelation is in support of the new trend of thought that self-performance appraisal must be incorporated into the performance appraisal scheme of organisations. As discussed earlier in the literature review, Fletcher and Williams (1992), believe that performance appraisal based on self-assessment can be extremely effective making it more development centered, concentrating on remedying weaknesses and capitalizing on strengths.

**Salary discussions should be based on the ratings and contents of  
Performance Appraisal reports**

The analysis indicates that out of the 30 respondent, 13 (43%) strongly agreed to the suggestion, 12 (40%) agreed, 5 (17%) disagreed and none strongly disagreed.

**Promotions, Demotions and/or Lay offs decisions should be based on the ratings  
and content of Performance Appraisal reports**

The analysis indicated that of the 30 respondents, 6 (20%) strongly agreed, 11 (36.7%) agreed, 8 (26.7%) disagreed and only 5 (16.6%) strongly disagreed. Those who agreed were of the view that decisions concerning employees must be based on their performance appraisals. Management must rely on these reports to take decisions, use it as a good yardstick to offer objective assessment of employees and also to motivate employees to give off their best.



However, those who opposed the idea were of the view that where there is a conflict, managers could use performance appraisal to victimize subordinates. Somebody may be working hard but because the superior hates the person, he can write a negative report about him that will damage his personality and career. They also opined that because performance appraisal reports does not allow a final discussions with the appraisee, it leads to biases on the part of superiors.

### **Most employees prefer not to be appraised**

Table 9 shows that 4 (13.3%) respondents strongly agreed that employees should not be appraised since they do not have faith in the system, 13 (43.3%) agreed, 9 (30%) disagreed and 4 (13.4%) strongly disagreed with the statement. From the analysis, almost half of the respondents prefer not to be appraised.

### **The Performance Appraisal is subjective**

The question on performance appraisal being subjective reveals that of the 30 respondents, 4 (13%) strongly agreed that it was subjective, 14 (47%) agreed, 9 (30%) disagreed and 3 (10%) strongly disagreed. The analysis indicates that majority of the respondents view the performance appraisal as being subjective.

### **Managers frequently recognize subordinates for their good work**

The Table represents the results on this statement. Out of the 30 respondents, 5 (17%) strongly agreed, 13 (43%) agreed, 9 (30%) opposed the assertion and 3 (10%) strongly disagreed.

### **Outcomes of performance appraisal are not communicated in any meaningful way to employees**

As shown in the Table 9, the analysis reveals that of the 30 respondents, 12 (40%) positively answered that performance appraisal outcomes are not communicated

in any meaningful way, 13 (43%) also agreed, 5(17%) disagreed and none strongly disagreed.

**Feedback is used to punish, embarrass or put down employees**

Of the 30 respondents, 4 (13%) strongly agreed that feedback is used to punish, embarrass or put down employees, 8 (27%) agreed, 14 (47%) disagreed and 4 (13%) strongly disagreed.

**Feedback information is never provided or provided too late to do any good**

The results found in the table shows that of the 30 respondents, 12 (40%) strongly agreed to this view, 15(50%) being the majority agreed to the fact that feedback information is never provided or provided too late to do any good, 3 (10%) disagreed and none strongly disagreed.

**Is an interview required as a part of each employee Performance Appraisal**

Table 10 below indicates that of the 30 respondents to this open-ended question, 10 (33%) answered 'No'. An overwhelming number of 20 (67%) responded 'Yes'.

**Does the employee sign the evaluation?**

To this question, 28 (93%) of the 30 respondents answered 'Yes' and only 2 (7%) responded 'No' in the table 11.

**Table 11:**

**Interview as Part of Performance appraisal**

<b>Responses</b>	<b>YES %</b>	<b>NO %</b>
Is an interview required as a part of each employee performance	66.7	33.3
Does the employee sign the evaluation	93.3	6.7

**What is the purpose of your Performance Appraisal**

Respondent were asked to indicate the uses to which performance appraisals are put in GRWP. The responses are given in Table 12.

**Uses of Performance Appraisal**

The Table 11 shows that performance appraisal is used mainly for development needs. Some also think that it does not serve any purpose. For development needs, of the 30 respondents, while 11 said it was used for development needs, 19 respondents did not think so.

Only 2 respondents of the total number of 30 replied that it is used for promotions/ demotions and or layoffs. Twenty-eight (28) respondents did not think it is used for that purpose. For the purpose of training, only 2 out of 30 respondents were of the view that performance appraisal is used for training.

However, the majority number of 28 respondents did not advance this reason. Of the total number of 30, none of the respondents said it is used for posting or transfer. All the 30 did not think so. Again of the total respondents of 30, only 4 provided the

answer that it is used for salary adjustment. Twenty-six (26) respondents did not reason that performance appraisal is used for salary adjustment. Performance appraisal being used for manpower planning is also very limited. The analysis indicated that of the 30 respondents none felt that it is used for that purpose and none subscribed to the idea.

**Table 12**

**Uses of Performance appraisal**

<b>VARIABLES</b>	<b>NO. IN FAVOUR</b>	<b>NO. NOT IN FAVOUR</b>	<b>TOTAL</b>
Development Needs	11	19	30
Promotions/Demotions/Lay offs	2	28	30
Training	2	28	30
Posting/Transfer	0	30	30
Salary Adjustment	4	26	30
Manpower Planning	0	30	30
None of the above	11	19	30

**What suggestions would you make to modify your performance appraisal**

Respondent gave some relevant suggestions to modify the current appraisal system. Some were of the view that, the objective of the appraisal be understood by both appraiser and appraisee. It was also clear that, there should be an agreement between the appraiser and the appraisee on the assigned duties which will be used to assess the performance at the end of the year and the assignment should be clear and understood with all the necessary resources to work with. Again majority of the respondents think that the performance appraisal form should be re-designed to suit the

mandate and objectives of the various projects of World Vision and also have a bearing on the individuals' daily activities and duties. More so, employees think that they should be made to see the comments made about them by their superiors and as such they must the last to sign the forms. This will give them the chance to discuss their problems with their superiors. Finally, they suggested that there should be performance interview so that different sections of the completed form could be explained by the employee when the need arises and feedback should be communicated in good time to effect changes where necessary

### **Findings from Interview Schedule with Senior Management**

As part of the research, personal structured interviews were held with some members of senior management of GRWP. The purpose of the interview was to understand the current status of performance appraisal within the organisation and to identify any areas of concern to the organisation. The following points are the outcomes of the interview.

### **Objectives of Performance Appraisal:**

Most of the managers were of the view that appraisal is conducted to ascertain whatever agreement contracted with the employees is being pursued. Also, it is done to allow individuals to assess their performance during the period under review and use it to assess staff in order to find mechanism for staff improvement.

Again it is to ensure that people are working and also encourage those who are good to do better. Some were also of the view that, it done to ensure staff advancement. Moreover, it is done to fulfill the mandate of the organisation and staff also fulfilling their responsibilities. Ultimately it is done for salary review and staff training

### **Introduction of Performance Appraisal**

Some thought that the appraisal system was introduced to replace the confidential report method used in the past, which was not a good tool to help individuals, since they did not know what was written about them. Others were of the view that, the appraisal was effectively introduced to monitor performance and link it to staff training and salary review and to promote those who had done very well but had not been promoted and to get rid of the dead wood in the system.

On the other hand, others thought that not much has been achieved though it has a great potential, because performance appraisal has not been taken in its entity, as there is no performance appraisal interview yet. However, headway has been made by opening up the system which gives the individual a chance to know how he is doing and they can be fired if their performance is not up to required standard. Finally, it has now been attached to renewal of staff contract. Indeed it has become a third condition for promotion.

### **Experience of Performance Appraisal in GRWP**

The experiences of some senior managers are that, it is usually seen as one of those irrelevant documents which need to be filled year after year. However, others thought it is an effective tool to evaluate staff because the appraiser sets his own programme, time and when targets can be achieved. Others criticized the late distribution of the forms and invariably suggesting that, objectives are not set at the beginning of the year.

Finally some thought that the system is found to be relaxed. There was the need to embark on a number of changes for the good of the organisation and staff.

### **Ways to Develop Performance Appraisal**

Some of the managers were of the opinion that, it should be developed along the lines with the main objective of GRWP and available resources not forgetting the individual's job descriptions. The individual should draw up his own programme with his superior and report on quarterly basis. Others suggested that it should form the basis for promotion and be linked to salary review.

Again staff should be given a chance to explain what he has reported on and managers should be honest to find out why staff re not performing. On the whole, the process should more interactive and the appraisal should be followed with appraisal interview and apparently becoming a source of information for decision making.

### **Views on Self-Performance Appraisal**

The different views expressed are that, self-performance appraisal is a good starting point and the best because it takes an objective mind to do self-performance appraisal. In that, staff sets his own targets and tries to achieve them and it gives time to individual to assess himself candidly and if he did not perform well he will take criticism in good faith and sit up. However, the limitation here is that the individual may limit himself out of modesty and claim to have done what he has not done.

### **Peer/Team Performance Appraisal**

Those in favour of peer/team performance appraisal gave the suggestion that, it is likely to be more objective because it tends to be more critical and gives indication whether the appraisee is being accepted or not than the self-performance appraisal. However, those against it feel that peer or team performance appraisal can be subjective because of fear and performance may be average.

### **Problems Associated With Performance Appraisal**

Putting all the information gathered together, the problem of subjectivity is prevalent. That is, if an employee is not on good terms with the superior, nothing good will come out of the performance appraisal and this can have a traumatic effect on staff if he thinks he is doing well and is not being appreciated and yet good remarks are written about favourites.

The form is too bulky and asks for too much information which are irrelevant coupled with the fact that the performance appraisal is not being utilized fully does not make staff take it serious. Nobody uses it again after it has been filled.

The greatest problem is cultural; it is not easy to say that somebody, especially, a close associate, is wrong in the Ghanaian context. Negative comments from superiors have attracted a lot of resentment and some subordinates have written back nasty replies to their manager.

Again, performance appraisal is not related to promotion, pension or training and the general consensus was that much needs to be done about the present performance appraisal system in GRWP.

### **Discussion of Findings**

The research findings are based on the information gathered from the survey. The research questions were designed to evaluate the respondents' views of the performance appraisal system itself, the adequacy of the system, the use to which data is put, and communication of feedback to the individual.

Respondents were also asked how staff think about criteria used in measuring their performance and whether performance appraisal interview is part of the performance appraisal system.



In the senior management interview, respondents were to give their views on the objectives of performance appraisal, reasons for its introduction and achievement, ways to develop performance appraisal, respondent's experience of performance appraisal in other organisations and the influence of this experience on current system, views on self-appraisal, peer or team performance appraisal and problems associated with performance appraisal. The literature review indicated that formal performance appraisal programmes have often yielded unsatisfactory and disappointing results.

The results of the present study are not far from this general observation, for the survey has revealed a number of weaknesses and very little strengths. Much is therefore desired to make the performance appraisal system a more acceptable and workable tool for the organisation in its human resources decision-making.

The discussion of findings of the research will be treated under the broad topic "Operation of the Scheme".

### **Operation of the Scheme**

#### **Assessment Period**

In terms of assessment period there was total agreement that it was an annual affair. The usual practice is for the appraisee to fill and submit the performance appraisal form at the end of the year precisely in August because GRWP financial year begins in October. There is no official requirement for periodic short-term progress reviews. With this approach, there is the tendency for disagreement, accusations and challenges may arise at the time of evaluation culminating in the rejection of the scheme by appraisees.

However, regular and systematic reviews will enhance the scheme. Respondents indicated that regular reviews will expose them to their weaknesses and

they would be able to correct them before the next performance appraisal. Moreover, conducting reviews regularly will eliminate selective memory by the supervisor or the employee, and surprises at an annual review. Frequent reviews help eliminate the effects of this generally unconscious, selective memory. Eliminating surprises in the performance appraisal process is also important. Both the supervisor and employee need to know that there is a performance problem prior to any major annual review. The longer a problem is allowed to continue, the more difficult it is to take corrective action.

### **Evaluation by Immediate Bosses**

The study also revealed that, the appraisees are evaluated by their immediate managers. In fact, supervisor performance appraisal has traditionally been the method of evaluating a subordinate's performance. In most instances they are in the best position to perform this function although it may not always be.

Question 12 on Table 9 reveals that out of the 30 respondents, 6 (20%) strongly agreed to the proposition, 13 (43.3%) agreed and 8 (26.7%) disagreed, whereas 3 (10%) asserted that they strongly disagreed.

It can be deduced from the analysis that the general idea that the immediate supervisor should rate his/her subordinate has been proved right. But one can deduce that a reasonable number (11) of the staff feel that an independent office should have a say in the final rating of the staff.

### **Performance Appraisal and Motivation**

Responses to the question whether performance appraisals motivate employees to perform better shows as many as 70% saying yes. This is an indication that more

can be achieved if performance appraisal is given the needed attention so that its benefits could be utilized fully for the achievement of organisational goals.

When asked if they have a clear idea of what specific end results are expected of their jobs, respondents massively gave a positive answer. However, it was observed that it was an individual affair in that there was no indication that there was always a discussion between the subordinate and superior as regards specification of jobs. This fact is shown in the suggestions provided by the respondents that there should be an agreement between employee and his superior on the former's assigned duties and his expectations which will be used to assess performance.

It is important to note that for an effective performance, appraiser and appraisee must have a discussion on targets to be achieved. When employees participate in setting performance goals, they feel obligated to achieve the goals and are more committed to them than they would be to goals assigned to them by the superior. Most of the target the individual establishes will probably be directly related to his job duties and the needs of the organisation.

In any case, the process of setting one's own performance targets is highly valuable both as a training experience and as a source of personal motivation. The superior-subordinate confidence over subordinate's target schedule will eliminate the tendency for disagreement over assessments.

One manager during the interview indicated that sometimes respondents wrote to reject the entire performance appraisal reports. It is therefore important for superiors to establish clear, specific goals to serve as performance targets and guide employee efforts along the way. In other words, the superior should adopt the role of a counselor or consultant and not as "a judge". It is vital for supervisors or superiors to know that

goal setting is an important technique that superiors can use to improve employee effectiveness and productivity. When people have clearly defined goals they are more likely to get work done within a specified time or period.

### **Feedback Communication**

Closely related to the foregoing is the concept of feedback. The study further revealed the system's weakness in this sphere. Feedback is essential for improvement and is a step in many performance systems.

Superiors seem particularly dismayed by the thought of appraising performance when they are required to give feedback to their subordinates, especially if feedback is negative. Fisher and Thomas (1982), and Ilgen and Knowlton (1980), found that superiors attempted to avoid having to give negative feedback by distorting their performance rating upwards before the feedback interview.

Fisher and Thomas (1982), also found that superiors of low performance expected their subordinate to dislike them more following negative feedback.

Respondents were to comment on how feedback information was communicated to them. A significant response of 90% admitted that feedback information is never provided or provided too late to do any good. Respondents therefore suggested that feedback should be communicated in good time to effect changes where necessary.

It is unrealistic to expect employees to improve in areas where their job performance is weak, and to maintain or continue to improve on performance that is already satisfactory, in the absence of information concerning their strengths and weaknesses.

William (1975), emphasises that the motivational impact of feedback and progress toward performance goals, are well documented. Feedback about progress toward goals helps employees assess how much effort is necessary to reach them. If employees are not exerting enough effort, it is better that they find out sooner and later. Late feedback does no good, but early feedback permits adjustments in effort. Also, feedback is necessary to feelings of achievement. If an employee finishes a project but has no idea whether or not the superior liked the work, the employee will feel no achievement has been made, even if the supervisor liked it.

Thus, feedback aids motivation by allowing employees to make adjustments as they work on the project and helping them to determine whether or not they indeed achieved the goal.

### **Performance Appraisal Interview**

The study further revealed that formal interview is not an integral part of the performance appraisal system. This weakness has caused a lot of problems between appraisers and appraisees. The analysis showed that as many as 67% of the respondents answered 'NO' when asked if an interview is required as part of each employee performance appraisal. Members of senior management that were interviewed also accepted this response. In fact, according to one of them the absence of it has shown that performance appraisal has not been taken in its entity.

Once the performance appraisal of the employee has been completed, the evaluation is to be discussed with the employee in an performance appraisal interview. It is an opportunity to identify what we could do differently to improve our performance in the future. It is far more positive and effective to focus on making improvement than on things that are being done wrong.

### **Self-Performance Appraisal**

The responses concerning self-performance appraisal becoming part of performance appraisal were high. In all 16.7% strongly agreed and 83.3% also accepted the view. Fletcher and Williams (1992), argues that there is little doubt that people are capable of rating themselves, but the question is, are they willing to do this? And further, will individuals rate themselves fairly? They also report that when employees were asked to compare themselves with others they tended to overrate themselves, however when individuals prepared self-performance appraisals for interviews they were more modest. They noted that one of the most fruitful ways for individuals to rate themselves is by rating different aspects of their performance relative to other aspects, rather than relative to the performance of other people. They comment that by approaching self-performance appraisal in this way, individuals are more discriminating.

Fletcher and Williams (1992), commend a particularly constructive form of self-performance appraisal, where individuals do this as a mid-point evaluation and concentrate on development, improvement and enrichment strategies. Managers support this process and aid development by coaching. Management's stand on this issue is encouraging.

Five out of the six managers interviewed supported this method. To them it is worth giving it a thought because self-performance appraisal is a good starting point and best as it takes an objective mind to do self-performance appraisal. In fact the knowledge that a self-performance appraisal will be required forces the employees to focus more specifically on the evaluation criteria period. Hopefully, this increased

attention will direct the employee's effort to the specific performance areas which will be self-rated and rated by others, and overall performance in them will be improved.

### **Signing of Evaluation**

The survey also revealed that employees typically sign their evaluation. Of the respondents, 93.3% answered 'yes' when asked if they signed evaluation. Employees however suggested that they must be the last to sign the forms. This view, if adhered to, they believe, will give them the opportunity to discuss their problems with their superiors. The respondents argued that the current practice of employees signing before superiors comment does not allow them to see what has been written about them.

### **Subjective Performance Appraisal**

Many, if not most, performance appraisal procedures are subjective evaluations of people and how they are 'perceived' to have performed by their immediate superior. The result of the study confirmed this general perception. Eighteen of the thirty respondents shared the view that evaluations are subjective.

### **Nature of Performance Appraisal Form**

The study also revealed that the performance appraisal form in use does not reflect employees' real job performance. This weakness of the form affects both employees and superior's confidence in the system. In many practical applications, these forms have been found to be unacceptable in terms of freedom from bias and distortion. As many as 15 respondents representing 50% replied that the performance appraisal forms are not adequately designed. This is rather unfortunate because the form is the main instrument for measurement. If it is therefore defective, it naturally affects the validity of the entire exercise.

Responses accompanying the questions on the redesign of performance appraisal form to suit the various projects indicated that respondents are not satisfied with the form. Fourteen (14) respondents representing (46.7%) strongly agreed that the performance appraisal form should be redesigned, 12 (40%) agreed 3 (10%) disagreed while only 1 (3.3%) strongly disagreed.

Comments accompanying these questions indicated that respondents were of the opinion that all the projects have specific mandate, functions and job assignments and for that matter, it is important to design a new form that will be suitable for the various projects

The examination of the current forms shows lack of standardization. The researcher had the opportunity to examine some of the filled forms. One major problem identified with this rating form was the different interpretation each rater gave. What one sees as 'excellent' performance may only be 'fair' by another.

In this regard, the outcome of the process can be as easily influenced by the rater's interpretation of the form as against the worker's actual job performance. Thus, it is essential that the form be redesigned such that all raters interpret it in the same manner if meaningful data about employee performance are to be obtained.

### **Uses of Performance Appraisal**

A Performance appraisal system could be used to promote a variety of management goals. It can prove useful in identifying individuals with high potential, providing grounds for rewarding performance and identifying employees' needs for development. These activities are all components that should support the organisation's strategic orientation.



The outcome of the current study shows that performance appraisal is mainly used for developmental needs. Identifying the development needs of the employee is important for the necessary action to be taken. This is because development activities identify the weaknesses in experiences that the individuals need to prepare themselves for future positions in the organisation.

### **Performance Appraisal Linkage to Salary**

Twenty five (25) respondents, representing 83.3% were against not linking performance appraisal to salary adjustment. They favoured salary adjustment based on performance appraisal. The reason for this response according to them is that the organisation places much emphasis on seniority rather than on performance.

### **Comments on Senior Management's Responses**

It is refreshing to note that the findings of the study with regards to management were that of concern. Their responses have already been referred to in earlier discussions.

Their positive attitude towards the questions asked during the interviews conducted, shows that they want the performance appraisal system to work effectively to achieve its objectives. They are therefore looking forward to seeing changes that will make it operate more effectively.

From previous discussions, it was noted that the involvement of management to the success in performance appraisal cannot be under-estimated. The researcher therefore hopes that the suggestions that will be provided would be given all the needed attention.

It has already been established that an effective system of performance appraisal is a major component within an organisation that allows every employee to feel that his

or her contribution has contributed to the organisation. In this vein, World Vision - GRWP, operating in this time of continuous change and global competition cannot afford unmotivated and uncommitted employees. It will therefore endeavour to use the best method to get the best out of its employees.

## CHAPTER FIVE

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The study attempted to assess the performance appraisal system at World Vision - GRWP. The objective of the study was to find out the shortcomings in the present performance appraisal practices and to offer suggestions for improvement.

Chapter I comprises introduction, background to the study, background of organisation, statement of the problem, purpose and significance of the study, objectives of the study and the research questions. Chapter II presents the literature review of performance appraisal.

Chapter III presents the methodology adopted for the study. The procedures used in administering the questionnaire and the interviews conducted are provided. The sample size, sample procedure for the study, the population, data collection procedure and data analysis procedures are also mentioned. Chapter IV presents the analysis of the raw data obtained through the use of questionnaires and the interviews held with Management Team. Discussion of the findings of the research is also captured in this chapter. Chapter V provides the summary, conclusions and recommendations.

#### Summary of Findings

The findings of the research have revealed that the current performance appraisal system at GRWP does not fulfill the aspirations of the employees, because it is characterised by certain flaws, which need to be addressed. The current forms being used are not appropriately designed. There is no performance appraisal interview and also employees do not get feedback after being appraised. Promotions are not based

entirely on performance appraisal; consequently, employees cannot be sufficiently motivated to put in their best. All these factors have worked against the effective performance appraisal scheme at GRWP.

### **Conclusions**

Performance appraisal is possibly management's most powerful tool in controlling human resource and productivity. It is an ubiquitous occurrence in all organisations and one of the most problematic. Because of its multiple use, the performance appraisal can be extremely beneficial for the organisation as it seeks to improve upon itself. It is the central value that management, in each of its four principal human resources activities namely, recruitment, rewarding, retaining and appraising tries to energize.

This research has sought to study the performance appraisal practices in GRWP. For performance appraisal to be effective, it is necessary to have formal performance appraisal programme with clearly stated objectives. It should be noted that carefully defined performance standards that are reliable, strategically relevant, and free from either criterion deficiency or contamination are essential foundations for evaluation.

Performance appraisal should therefore be treated with the same concerns for validity as in selection tests. For example, ratings must be job-related, employees must understand their performance standards in advance, appraisers must be able to observe job performance and feedback must be given on time.

A more acceptable trend from the applied viewpoint has been the shift in emphasis from the evaluation of vague personality traits to the description of overt and observable behaviours.

In this case instead of being asked to rate each employee on “attitude”, a supervisor might be given a list of behaviours such as “Leaves his office unattended” argues and quarrels with co-workers” and “asks for more work to do”. The supervisor simply checks those behaviours which he feels apply for each subordinate he is evaluating. This type of system often eases some of the tension surrounding performance appraisal.

It is worth mentioning that in spite of the setbacks detected in the organisation’s performance appraisal, the general impression is that it has a great potential in the future, for it has thrown some light on performance appraisal system in World Vision.

In the light of this finding, it has been found out that management does not use the outcome of performance appraisal for decision-making.

### **Recommendations**

The study has shown that performance appraisal at World Vision - GRWP needs to be reviewed and revised to make it more effective and efficient. The system can only be successful and effective if there is a linkage between employee performance and organisational goals. Management and Human Resource Managers should give performance appraisal the priority it deserves and there is the need for a strong commitment from management to make the system effective. The following recommendations based on the findings are therefore being offered.

1. Clear-cut performance appraisal objectives should be set out and made known to all concerned.
2. Objectives should be developed jointly between the supervisor and the employee. Once the objectives are determined, performance appraisal should be performed frequently to help build the direct communication.

3. Performance standards must be specific and based on job analysis.
4. The performance appraisal form should be redesigned to suit the needs of the various projects under World Vision.
5. The all important performance appraisal interview should be an integral part of the process so that its benefits can be utilized.
6. The employees need to have access to the written review and a chance to make comments concerning what was written. The employees should therefore be the last person to sign the evaluation form after he had read what has been reported on him.
7. The evaluators must be trained. A weakness of many performance appraisal programmes is that managers and supervisors are not adequately trained for the performance appraisal task and provide little meaningful feedback to subordinates. Because they lack precise standards for appraising subordinates performance, and have not developed the necessary observational and feedback skills, their performance appraisals often become non-directive and meaningless. Therefore, training appraisers can vastly improve the performance appraisal process.

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## APPENDIX A

C/o World Vision-GRWP  
PMB  
TAMALE.

15<sup>th</sup> July, 2007

The Project Manager  
World Vision-GRWP  
PMB  
TAMALE

Dear Sir,

### **PERFORMANCE APPRAISAL QUESTIONNAIRE**

I want to conduct a survey on performance appraisal practices in WV-GRWP. The aim is to find out their views on the performance appraisal practices in GRWP. I should be grateful if you will allow me to conduct the research in GRWP and also inform staff to spare some time to fill the following questionnaire.

This exercise is purely for academic purposes only and I assure you that all views expressed in the questionnaire will be treated with maximum confidentiality. In particular, no information will be released which would permit the views of any individual to be identified.

I count on your usual co-operation.

Thank you.

Yours faithfully,

Serwah Afriyie

**APPENDIX B**

**INTERVIEW SCHEDULE FOR SENIOR MANAGEMENT**

**QUESTIONS**

1. What do you see as the objectives of performance appraisal in your organisation?

.....  
.....

2. What do you consider are the priorities among the objectives?

.....  
.....

3. Why did the organisation introduce performance appraisal in the first place?

.....  
.....

4. What in your view has been its main achievement?

.....  
.....  
.....

5. What is your experience of performance appraisals in GRWP?

.....  
.....  
.....

6. What has been the influence of this experience?

.....  
.....  
.....

7. What are the ways in which you would like to see performance appraisal developed?

.....  
.....  
.....

8. What are your views on conditions required for successful performance appraisal?  
Tick appropriately.

- Set objectives [ ]
- Periodic review of objectives [ ]
- Appraisee should be provided the necessary tools to perform [ ]
- Feedback [ ]
- Job Description [ ]

9. What are your views on:

- a. Self- performance appraisal?
- b. Peer or team performance appraisal?
- c. Problems associated with performance appraisal

APPENDIX C

QUESTIONNAIRE FOR ALL STAFF

TOPIC: THE STUDY OF PERFORMANCE APPRAISAL PRACTICES IN  
GHANA RURAL WATER PROJECT (GRWP) OF WORLD  
VISION GHANA

Please read each question carefully and answer by either ticking the appropriate box or writing.

1. Kindly state your Department .....
2. Please indicate your position .....
3. Please indicate the area in which you work or state your job assignment  
.....
4. Sex: Male            [   ]            Female            [   ]
5. Kindly indicate your age group;  
Under                    26                    [   ]  
                                  26 – 35                    [   ]  
                                  36 – 45                    [   ]  
                                  Over 45                    [   ]
6. Qualification:  
Below Diploma                    [   ]  
Diploma                                    [   ]  
First Degree                                    [   ]  
Masters Degree                                    [   ]  
Doctorate Degree                                    [   ]

7. How long have you been at World Vision - GRWP?
- Less than 6 months [ ]
- 1 year to 5 years [ ]
- 6 years or more [ ]
8. How many of your subordinates report directly to you?
- .....
9. For how many of your subordinates have you conducted performance appraisals?
- .....
10. How often are formal performance appraisals conducted?
- .....
11. Performance appraisal helps to develop a better understanding between superiors and subordinates.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]
12. Do you have a clear idea of what specific end results are expected of your job.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]

13. Performance appraisals motivate employees to perform better

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

14. Performance appraisal should be based largely on the immediate supervisors ratings of employees performance.

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

15. Performance appraisal should also involve the views of other Senior Managers who can comment from first-hand knowledge on the employee's performance.

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]



16. Managers should discuss every aspect of the performance appraisal with subordinates.

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

17. The performance appraisal form is adequately designed.

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

18. Performance appraisal form should be designed to suit the various projects

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

Can you provide reasons for your answer? .....

.....

.....

.....

19. A subordinate's self-performance appraisal should be an important part of performance appraisal.

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

20. Salary discussion should be based on the ratings and contents of performance appraisal reports.

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

21. Promotion, demotions and/or layoffs decisions should be based on the ratings and content of performance appraisal reports.

Strongly agree [ ]

Agree [ ]

Disagree [ ]

Strongly Disagree [ ]

Any reasons for your answer?

.....  
.....  
.....

22. Most employees would prefer not to be appraised.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]
23. The performance appraisal is subjective.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]
24. Managers frequently recognize subordinates for their good work.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]
25. Outcomes of performance appraisal are not communicated in any meaningful way to employees.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]

26. Feedback is used to punish, embarrass or put down employees.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]
27. Feedback information is never provided or provided too late to do any good.
- Strongly agree [ ]
- Agree [ ]
- Disagree [ ]
- Strongly Disagree [ ]
28. Is an interview required as a part of each employee performance appraisal?
- Yes [ ] No [ ]
29. Does the employee sign the evaluation?
- (a) Yes, because I agree with the comments my superior has made about me.
- (b) No, because I disagree with my superior's comments about me.
30. What is the purpose of your performance appraisal? (please, tick what is appropriate)
- Development needs [ ]
  - Promotions/Demotions/Layoffs [ ]
  - Training [ ]
  - Posting/Transfers [ ]
  - Salary Adjustments [ ]
  - Manpower Planning [ ]
  - None of the above [ ]

31. What suggestions would you make to modify your performance appraisal?

.....  
.....  
.....  
.....

**The End**

Thank you for your co-operation in completing this questionnaire. Completed questionnaire should be returned to

**Serwah Afriyie  
School of Business  
University of Cape Coast**

**APPENDIX D**

**Typical Graphic Rating scale**

NAME: .....

DEPT.: .....

DATE: .....

	Outstanding	Good	Satisfactory	Fair	Unsatisfactory
Quantity of work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volume of acceptable work under normal conditions					

Comments: .....

Quantity of work:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thoroughness, neatness & accuracy of work					

Comments:.....

**Figure 2 Cont'd**

Knowledge of job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clear understanding of the facts of factors pertinent to the job					

Comments:.....

Personal Qualities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personality, appearance, sociability, leadership, integrity					

Comments:.....

Dependability:

Conscientious, thorough, accurate, reliable with respect to attendance,

lunch period etc.

Comments: .....

APPENDIX E

**PERFORMANCE APPRAISAL  
FORM FOR WV-GRWP**

REVIEW PERIOD: FY.....

DIVISION/SECTOR.....

DEPT/ADP.....

NAME OF EMPLOYEE

**SECTION A**

JOB TITLE ..... GRADE LEVEL .....

DATE OF BIRTH.....

DATE OF APPOINTMENT TO PRESENT JOB

POSITION.....

DATE OF EMPLOYMENT WITH WORLD VISION.....

EDUCATIONAL/PROFESSIONAL  
QUALIFICATION.....

.....

**SECTION B**

I	MAJOR POSITIONS HELD DURING REPORTING YEAR	DATES	
		FROM	TO
1.			
2.			
3.			

II	ACTING RESPONSIBILITIES DURING REPORTING YEAR	DATES	
		FROM	TO
1.			
2.			



**SECTION C** (To be completed by the APPRAISEE)

i. BRIEF DESCRIPTION OF JOB. (Based on your Job Description)

.....

.....

.....

ii. LIST MAJOR GOALS (Based on your Job Description). These should be goals developed and agreed upon by both the Appraiser and the Appraisee at the beginning or in the course of the year.

THIS PORTION IS TO BE FILLED BY THE APPRAISEE						APPRAISER'S SCORE	
NO	GOALS	ACHIEVEMENTS FOR QUARTER 1	ACHIEVEMENTS FOR QUARTER 2	ACHIEVEMENTS FOR QUARTER 3	ACHIEVEMENTS FOR QUARTER 4	% SCORED	COMMENTS
<b>SUM-TOTAL OF PERCENTAGE SCORE (x)</b>							
<b>TOTAL SCORE = <math>x \div n</math></b>						<b>[x is sum total of percentage scores: n is number of Goals]</b>	

NB: If the space above is insufficient for the goals/activities, develop one and attach. However all Appraiser scoring and comments should be done in the space provided above. Ensure that the Goals are specific, Measurable, Achievable and Time bound – SMART. Please attach your objectives for the reporting year.

**SECTION D JOB PERFORMANCE (PROCESS EVALUATION) (To be filled by Appraiser.)**

**IMPORTANT:** EVALUABLE FACTORS (QUESTIONS 1 - 10 OF SECTION D carry a maximum of 6 MARKS (Points) EACH. Therefore the **Maximum score** should read 60 and the **Minimum 10**.

#	Factors	6 Outstanding	5 Very Good	4 Good	3 Satisfactory	2 Below Average	1 Poor	Remarks
1.	<b>Job Knowledge</b> <i>(Knows job to be performed as per job description/ goals).</i>							
2.	<b>Punctuality/ Timeliness</b> <i>(Timely reporting e.g. To work, reports submission, keeps appointment schedules)</i>							
3.	<b>Organisational Abilities</b> <i>(Ability to plan and set priorities/ organize others.)</i>							
4.	<b>Level of Integrity/Stewardship</b> <i>(Use of resources and trustworthiness)</i>							
5.	<b>Initiative</b> <i>(Ability to develop new ideas and new ways of doing things)</i>							
6.	<b>Team Spirit</b> <i>(Easily approach other members of the team, respects other members opinion, Warm attitude towards others)</i>							
7.	<b>Confidentiality</b> <i>(Can be trusted with confidential information/materials, keep promises)</i>							
8.	<b>Sense of Duty/Adaptable to change</b> <i>(Committed to accomplishing tasks with very little supervision, accommodate change easily)</i>							
9.	<b>General Comportment</b> <i>(Respectful, humble, teachable, shows good manners, respects authority)</i>							
10.	<b>Christian Commitment</b> <i>(Demonstrates Christian values)</i>							
	<b>TOTAL</b>							
	<b>TOTAL (X divided by 60 x 100)</b>							

**PERFORMANCE STANDARDS**

- 6-Outstanding: So successful at the factor, calling for a special recognition.
- 5-Very Good: Performance at this level is better than good, given the common standards and results.
- 4-Good: Performance is a step above the minimum standards. This level is what one would expect from most experienced and competent employees.
- 3-Satisfactory: Performance is at the minimum standards.
- 2-Below Average: Performance somewhat below the minimum level standard for the factor. However appears to have the potential to improve within a reasonable timeframe.
- 1-Poor: Performance is well below meeting the minimum standard.

**SUMMARY OF POINTS**

TOTAL SCORE FOR SECTION C: [ $a \div n$ ]	
TOTAL SCORE FOR SECTION D: [ $x \div 60 \times 100$ ]	
OVERALL TOTAL SCORE: Sections C+D $\div 2$	

**SECTION E: RECORD OF SUPPORT RECEIVED FROM SUPERVISOR**

[To be filled by Appraisee. Please for each, tick the appropriate box.]

1.	Were your objectives reviewed and clarified with your supervisor?	Yes	Somehow	Not
2.	Did you receive adequate guidance, counselling and encouragement during the year?	Yes	Somehow	Not

**SECTION F: STAFF TRAINING & CAREER DEVELOPMENT PLANS**

[To be filled by Appraisee]

f) **CAREER PATH:** LIST THE VARIOUS POSITIONS YOU HAVE OCCUPIED SINCE YOU JOINED WORLD VISION.

NO.	POSITION OCCUPIED	PERIOD	
		From-	To

**[ii] STAFF TRAINING**

Complete below, details of MAJOR COURSES undertaken during the year.

NO.	TYPE OF TRAINING	DATE/DURATION	LOCATION OF TRAINING	CERTIFICATE OBTAINED

**[iii] DEVELOPMENT PLANS**

PLEASE LIST THE TYPE OF TRAINING / DEVELOPMENT PLAN YOU WOULD RECOMMEND FOR THE EMPLOYEE  
 [To be filled by Appraiser]

.....  
 .....  
 .....

**SECTION G**

[To be filled by Appraiser]

**OVERALL COMMENTS (on Performance)**

.....  
 .....

.....  
 NAME OF APPRAISER (DIRECT SUPERVISOR)

.....  
 SIGNATURE

.....  
 DATE

**SECTION H**

To be filled by APPRAISEE

I AGREE with this evaluation of my performance as stated above.

.....  
 SIGNATURE (APPRAISEE)

.....  
 DATE

I DO NOT AGREE with this evaluation of my performance as stated above.

State Reasons for your Disagreement.

.....  
.....  
.....  
SIGNATURE ..... DATE .....

**SECTION I: COMMENTS BY HEAD OF DIVISION/ SECTOR DIRECTOR**

.....  
.....  
.....  
NAME OF DIVISIONAL HEAD/AD/SECTOR ..... SIGNATURE .....

**SECTION J: APPROVAL BY NATIONAL DIRECTOR**

<b>APPROVED for further action by Director HRD</b>	<b>NOT APPROVED</b>

*(Please tick box)*

ND's COMMENTS .....  
.....

.....  
ND's SIGNATURE

.....  
DATE

**WORLD VISION GHANA  
HUMAN RESOURCES DIVISION**

PERFORMANCE APPRAISAL - SCORE SHEET

NAME OF STAFF .....

DIVISION .....ADP/DEPARTMENT.....

SCORE	PERCENTAGE SALARY INCREASE
90 - 100	7%
80 - 89	6%
70 - 79	5%
60 - 69	4%
50 - 59	3%
40 - 49	2%
30 - 39	1%
20 - 29	0%

TOTAL SCORE		PERCENTAGE OF SALARY INCREASE	
-------------	--	-------------------------------	--

**COMPENSATION & BENEFITS MANAGER**

Name: .....

Signature: .....

**DIRECTOR, HRD**

Name: .....

Signature: .....

DATE PREPARED .....

## APPENDIX F

### Glossary of Terms

**ADP:** Area Development Programme

**GRWP:** Ghana Rural Water Project

**WVG:** World Vision Ghana



APPENDIX F

ORGANOGRAM FOR GRWP

