

**UNIVERSITY OF EDUCATION, WINNEBA**

**STAFF PERFORMANCE-APPRAISAL PROCESS AT WENCHI  
METHODIST HOSPITAL: A REVIEW.**



**THEOPHILUS AZAANAANG HILLARY**


**2019**

**UNIVERSITY OF EDUCATION, WINNEBA**

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METHODIST HOSPITAL: A REVIEW.**

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**A project report in the Department of Management Studies Education, Faculty  
of Business Education, submitted to the School of Graduate Studies, in partial  
fulfilment of the requirements for the award of the degree of Master of Business  
Administration (Organizational Behaviour and Human Resource Management)  
in the University of Education, Winneba**

**JULY, 2019**

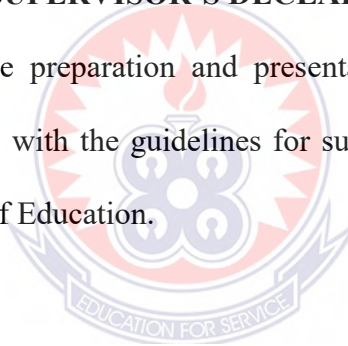
**STUDENT'S DECLARATION**

I, **THEOPHILUS AZAANAANG HILLARY**, hereby declare that this project work, with the exception of quotations and references contained in published work, which have all been identified and acknowledged, is the result of my own original research and that no part of it has been presented for another degree in any university.

Signature:..... Date:.....

**SUPERVISOR'S DECLARATION**

I hereby declare that the preparation and presentation of this project work were supervised in accordance with the guidelines for supervision of project work as laid down by the University of Education.



**NAME OF SUPERVISOR: PROFESSOR GEORGE OSSEI ASSIBEY-MENSAH**

SIGNATURE:.....

DATE:.....

## ACKNOWLEDGEMENTS

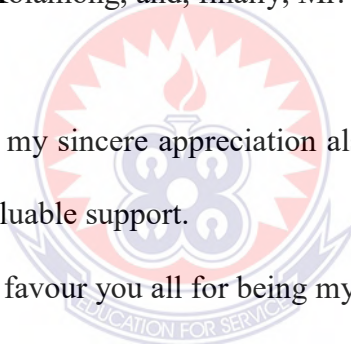
Very special thanks go to the Almighty GOD for his Grace, Mercies, and Love bestowed upon me in my quest for higher academic knowledge. To my supervisor, Professor George Ossei Assibey-Mensah, whose comments, meaningful corrections, and warmth assisted me to produce this project work. I say, “May God bless you!”

I would also like to express my appreciation to the following people for their invaluable contributions. They are Professor Gabriel Dwomoh, Dr. Isaac Addai (Dean of the Faculty of Business), Mrs. Veronica Adu-Brobby (Head of Department of Management Studies),

Miss Catherine Kantam Kolamong, and, finally, Mr. Phillip Yelmongmine.

I cannot forget to extend my sincere appreciation also to my classmates. God richly bless them all for their valuable support.

May the LORD Almighty favour you all for being my cheerful leaders.



## **DEDICATION**

This work is dedicated to my lovely wife, Catherine Kantam Kolamong, and my daughter, Erica Azaanaang.



## ABSTRACT

The focus of this research is in the area of performance-appraisals (PA) systems. Performance-appraisal is a key component of Human Resource Management (HRM) in every organization and one of the most vital responsibilities for human-resources and line managers/supervisors. A well-designed and implemented formal PA system can serve many valuable purposes in the manager-subordinate relationship (Longenecker et al., 1988). However, it is often perceived as a cumbersome and destructive procedure by both managers and subordinates, and most subordinates dread them almost as much as managers hate conducting them (Lee, 1996).

This study aimed at reviewing the effectiveness of the performance-appraisal system at Wenchi Methodist Hospital and examine how the managers and the subordinates affect the effectiveness of the system. The research design for this thesis is of an explanatory nature with some descriptive elements. The study adopted a survey strategy and used self-administered questionnaire to gather data from managers and employees of the hospital. The sample for the study included 30 supervisors and 30 employees. The study findings revealed several potential impediments that clearly limit the effectiveness of the system, primarily because the managers' and subordinates' attitude towards the PA system.

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## ABBREVIATIONS

1. PA : Performance Appraisal
2. CHAG: Christian Health Association of Ghana
3. CHPS: Community-Based Health Planning and Services
4. OPD: Out-Patient Department
5. HRM: Human-Resources Management
6. FoR: Frame of Reference
7. SPSS: Statistical Package for Social Scientists
8. SMART: Specific, Measurable, Achievable, Realistic, and Time-Bound



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

The appraisal of employee work performance has been one of the most extensively researched areas in the Human-Resources Management literature. Performance Appraisal (PA) is a key component of Human-Resources Management in most organizations and one of the most vital responsibilities for human-resources and line managers/supervisors. PA information is utilised for many reasons, including decisions about promotions, remuneration, staff feedback and development, career progress, and other organizational interventions.

Ideally, outcomes of PA should aid managers make informed personnel decisions and supply data that will best enable them to enhance staff performance (McDonald and Sulsky, 2009). Longenecker et al. (1988, p.317). stated that, at its best, performance appraisal is about the manager and subordinate sharing their perceptions of each other, their job, and their organization. It is normally presumed that the consequence of this process is a positive one for both manager and subordinate. At its worse, performance appraisal is one person in the name of the organization trying to force his or her will on the other, with the result of miscommunication, misperception disappointment and alienation’.

A well-designed and implemented formal performance-appraisal system can serve many valuable purposes in the manager and subordinate relationship (Longenecker et al., 1988). However, it is often viewed as a cumbersome and destructive procedures

by both managers and subordinates, and most employees dread receiving them almost as much as managers hate conducting them (Lee, 1996).

### **1.1 Historical Development of Performance Appraisal**

There is evidence of early appearances of performance-appraisal process in both USA and UK in the 18th and 19th centuries. Around 1950s in the USA and the 1960s in Europe, about a half to two-thirds of large organizations used some PA procedures. In the 1970s in the USA and around 1980s in the UK, government legislations regarding employee rights were introduced forcing companies to implement some sort of PA (Furnham, 2004, p.84).

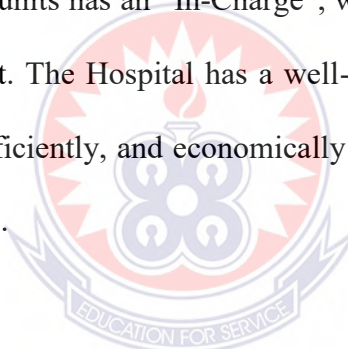
From the 1930s, the psychological tradition started to develop by employing methods that identified personality and performance-used feedback from graphic rating scales, a mixed standard of performance scales, noting behaviour in Likert-scale ratings, and providing evidence to recruit and identify management potential in the field of selection (Prowse and Prowse, 2009, p.69). In the 1940s, results-oriented approaches and behavioural methods were developed. In the 1960s, self-evaluation was introduced in the PA process. Until 360-degree feedback approach was developed in 1990s, the effectiveness of the system was hugely determined by the skill of the appraiser.

### **1.2 Brief Introduction of the Institution under Study**

Methodist Hospital at Wenchi operates is under the Christian Health Association of Ghana (CHAG) in the hitherto Brong Ahafo Region of Ghana. It is the leading health-service provider in the Wenchi Municipality and its surroundings, supported by Emil

Hospital (Private), the Wenchi Health Centre and the various Sub-Health Centers, Rural Clinics and Community-Based Health Planning and Services (CHPS), and Compounds within the surrounding villages. The Hospital has over thirty (30) units, running from the administration to the final health-care unit, such as the Out-Patient Department (OPD), Public Health Unit, Psychiatric Unit, the X-Ray Department, and the Laboratory Department and Pharmacy, just to mention a few.

It has a total workforce of three hundred and forty-seven (347). Out of this, the Nurses, Pharmacists, and the Medical Doctors constitute two hundred and thirteen (213) personnel, and Support Staff consist of one hundred and thirty-four (134) personnel. Each of these units has an “In-Charge”, who oversees the organization and administration of the unit. The Hospital has a well-trained and highly-qualified staff who work effectively, efficiently, and economically to move it to better levels within the Ghana Health Service.



### **1.3 Statement of the Problem**

The appraisal of the performance of staff at Wenchi Methodist Hospital is not directly related to their actual performance. The performance of staff was to be appraised annually by their “In-Charges”, with the reports prepared and submitted to the Medical Director for onward submission to the Chief Executive Officer for management to take the necessary actions.

However, the performance appraisal of staff at the Hospital is not regular. It is not all staff who were appraised annually. Most staff requested their “In-Charges” to assess their performance when they were either going for promotion interview or being re-engaged on contract terms. This was largely so because appraisees were required to

buy the evaluation forms to initiate the process. As a result of this, most of them were reluctant to buy the forms.

Even in cases where staff's performance was appraised, the evaluation had little or no relation with the employee's actual performance. Appraisal was based on qualities that had no direct impact on performance outcomes. Besides, managers hardly go through the appraisal process with subordinates. This might be partly due to lack of time on the part of the appraisers.

As stated earlier, health-care delivery the world over is labour-intensive and one, therefore, wonders why performance appraisal at Wenchi Methodist Hospital is not based on the actual performance of staff. Some of the likely causes of the research problems were these. First and foremost, the outcomes of performance appraisals were not used for decision-making such, they were not accorded the necessary attention. Second, appraisers seem not to know the importance of the results of the performance appraisal to the Service and themselves. Third, the workload of appraisers did not normally allow them time to properly assess staff. Last but not the least, appraisers did not have adequate expertise in evaluating staff.

The above-stated problems could be dealt with in diverse ways. These include training appraisers in techniques of assessing the performance of subordinates (appraisees). Such techniques will help them to base their evaluation of staff on performance and not on other attributes that may not directly impact on staff performance. Further, a week could be set aside as performance-appraisal week for the organisation. It is hoped such arrangements would help busy "in-charges" find time for staff performance appraisal. In addition, performance-appraisal outcomes

should be used for decision-making. Such decisions could include promotion, demotion, dismissal, bonuses, pay raise, training, and development. This would make staff attach the needed attention and importance to performance appraisal.

#### **1.4 Purpose of the Study**

Conducting performance appraisals on employees' work should be more than a simple checklist of "do's and don'ts". *Performance leads to recognition. Recognition brings respect. Respect enhances power. Humility and grace in one's moments of power enhance dignity of an organization* – Narayan Murthy. It would be naive to assume that all practicing managers impartially interpret and standardize the criteria upon which their subordinates will be appraised. This is particularly true of those jobs that are not easily programmable and for which developing hard performance standards is most difficult if not impossible. Health-care delivery is among these categories of jobs. In view of the forgoing, the purpose of this study is geared at evaluating the effectiveness of staff performance-appraisal process of Wenchi Methodist Hospital and making recommendations.

#### **1.5 Justification**

An effective appraisal and performance-management process can have a significant impact on an organisation's culture, staff morale, and employee-engagement levels – all of which enhance employer brand and support the retention of key talent within a business. Performance appraisal is, therefore, a critical element in the performance-management process. Performance measurement presents challenges and the performance-appraisal process needs to recognize these limitations, and endeavour to address them in its design. An inappropriate performance measurement does more



harm than good. This study is, therefore, conducted to evaluate the effectiveness of the performance-appraisal process at Wenchi Methodist Hospital. It also provides the necessary recommendations to improve the performance-appraisal process so that it can continue to form the basis of key managerial decisions, such as those relating to the allocation of duties and responsibilities, pay, delegation, levels of supervision, promotions, training and development needs, terminations, etc.

This study is also essential because most of the researches conducted into performance appraisal have focused on appraiser and instrument reliability and validity rather than on examining the views of the people who are the subjects of the process. The finding of the study is important in filling this knowledge gap in performance-appraisal. It is also hoped that the findings from this study would enhance the understanding of the dynamics of the performance-appraisal process in Ghana Health Service in general and Wenchi Methodist Hospital in particular.

### **1.6 Research Goal and Questions**

The overall goal of this research is to analyse the effectiveness of the performance-appraisal system at Methodist Hospital, Wenchi, and to examine how the Supervisors/”In –Charges” at the various units and the subordinates are affecting the effectiveness of the system. Based on these goals, the major research questions are prepared to help the researcher to achieve the objectives of the study.

## **1.7 Research Objectives**

**The objectives of the study are:**

1. To create an environment for an effective PA process at the Hospital; and
2. To ensure that decisions for human-resources development are proper, fair, and just.

## **1.8 Structure of the Study**

This project consists of six chapters: introduction, literature review, methodology, discussion, findings, and conclusion. The introductory chapter presents the purpose of the study, especially the extent to which PA has been overlooked in many organisations, particularly Wenchi Methodist Hospital.

The literature-review chapter will introduce major themes in the areas of performance management and performance-appraisal procedures. The main focus will be on the effectiveness of performance-appraisal system and the participants' influence on it. The methodology section will introduce the approaches employed to conduct the research and justify them. The findings and discussion chapter will report the facts revealed by the survey and will be analysed as well. The discussion chapter will analyse the survey questionnaire, examining whether appraisees' responses justify an effective PA system, etc. The conclusion chapter will present the summary of the major issues related to the results of the survey analysis.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter aims at introducing works of academics which are related to the conceptual framework of the research describing the major themes in the performance-appraisal system. These themes form the basis for understanding performance-appraisals.

#### 2.1 Performance

In the Oxford English Dictionary, performance is defined as “the accomplishment, execution, carrying out, and working out of anything ordered or undertaken”. Stephan and Pace (2002, p.97). also argued that performance has many outcomes. In any case, the two most-important outcomes of performance are productivity and quality. “Productivity” simply means the number of things that can be produced at the lowest value. “Quality” refers to producing the most products and services with no defects at the lowest possible cost. They assume performance achieves much more than just quality and productivity, and it involves working to enhance production, paying attention to quality and managing technology in creative and innovative ways, helping others when they need it, and coming in an hour early or staying a little late to make improvements in the way something is being done. Performance behaviours are a broad set of activities that leaders encourage and expect from employees and themselves.

Armstrong (2006) mentioned that high performance can be achieved by appropriate behaviour, particularly discretionary behaviour, and efficiently leveraging essential

knowledge, skills, and competencies. Also, performance management needs to scrutinize how outcomes are produced, in order to gain the information required to consider what has to be done to those consequences.

According to Brumbach (1988), performance refers to both behaviours and results. Behaviours derive from the performer, and convert performance from thought to action. Behaviours are not just the instruments for results, they are also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results.

## **2.2 Performance Appraisal**

All organizations must tackle head on the challenge of how to assess, exploit, and grow their human resources to make sure that their aim is fulfilled, and also to make sure that employees attain as much satisfaction as possible from their work (Anderson, 1993).

PA is essentially an opportunity for individual employees and those concerned with their performance, typically line managers, to engage in a dialogue about each individuals performance and development, as well as the support required from the manager. While performance appraisal is an important part of performance management, in itself, it is not performance management: rather, it is one of the ranges of tools that can be used to manage performance. (CIPD, 2011).

Bacal (1999, p.93) defined performance appraisal as “the process by which an individual’s work performance is assessed and evaluated. It answers the basic question, “How well has the employee performed during the period of time in question?” It’s just one part of performance management, not the whole.”

### 2.3 Purposes

PA has multiple purposes, but the primary goal is to improve organizations' overall performance. It is very important to clarify the objectives that PA system is attempting to achieve. Striving to achieve multiple objectives could become a disadvantage if it leads to dissipation of effort, energy, and lack of focus (Anderson, 1993; Rees and Porter, 2001). Fisher (1995) warned that PA more likely will fail if employees see it as a stick which management has brought in, in order to generate a basis for disciplinary action. Some managers make mistakes, including the maintenance of discipline as one of the goals of a multipurpose scheme. In addition, if employees acknowledge that their pay and chance of being promoted depend on the outcome of the appraisal process, they may try to play down any weaknesses and be eager to shine their bright side (Rees and Porter, 2001). Consequently, it does get hard to reveal an individual's training and developmental needs.

The primary objectives of performance appraisal system are likely to be (Rees and Porter, 2001, p.223, and Fisher, 1995):

- Performance review
- The identification of development needs
- Pay review
- Determining upgrading
- Determining promotion
- Probationary review
- Review of duties and setting targets for future performance

Moreover, the objectives can be categorized in a variety of ways, and McGregor (1960), cited in Anderson, 1993, p.13), classified them broadly in 3 groups:

*Administrative* – providing an orderly way of determining promotions, transfers, and salary increases.

*Informative* – providing information to management on the performance of subordinates and to the individual on his or her strengths and weaknesses.

*Motivational* – creating a learning experience that motivates staff to develop themselves and improve their performance.

## **2.4 Benefits**

An effective PA system brings in benefits to the appraisee, the appraiser, and the organization. The appraisee is likely to have the following benefits (Anderson, 1993; Fisher, 1995; Corcoran, 2006):

- A greater understanding of the results expected of them
- Precise and constructive feedback on past performance
- Greater knowledge of strengths and weaknesses
- The development of plans to improve on performance by building on strengths and minimizing weaknesses as far as possible
- An opportunity to communicate, upwards, views and feelings about the job and the utilization of the appraisee's skills in the job
- Increased motivation and job satisfaction
- The opportunity to discuss work issues and opportunities

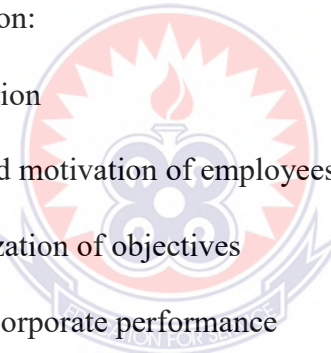
All appraisees need to be fully informed about the benefits of the system by their managers who conduct the appraisal. It is only if employees completely understand the benefits that they can participate fully and honestly in performance appraisal.

Managers could earn the following benefits from appraisals:

- Better understanding of staff, their fears, anxieties, hopes, and aspirations
- The opportunity to re-prioritise targets
- Increased motivation of employees, through effective direction of individuals
- Developing staff performance
- Enhanced job satisfaction
- The opportunity to connect individual and team goals with departmental and organizational objectives
- More-focussed staff performance

Benefits for the organization:

- Better communication
- Generally increased motivation of employees
- A greater harmonization of objectives
- Enhanced overall corporate performance



## **2.5 Differences between Performance Management and Performance Appraisal**

There are significant differences between performance appraisal and performance management. However, it is sometimes acknowledged and often assumed both are same thing.

Bacal (1999, p.3) defined performance management as an ongoing communication process, undertaken in partnership, between an employee and his or her immediate supervisors, that involves establishing clear expectations and understanding about:

- The essential job functions the employee is expected to do
- How the employee's job contributes to the goals of the organization

- What "doing the job well" means in concrete terms
- How employee and supervisor will work together to sustain, improve, or build on existing employee performance
- How job performance will be measured
- Identifying barriers to performance and removing them

DeNisi, A. S. and Pritchard, R. D. (2000, p.255) argued that, although performance-appraisal information provides input for the performance-management process, performance management tries to find the ways to motivate employees to improve their performance. Again, the purpose of the performance-management process is performance improvement, initially at the level of the individual employee, and ultimately at the level of the organization. They believed that the main goal of performance appraisal must be to supply managers with accurate information that will help them to make decisions to improve employee performance.

**Table 1 Armstrong and Baron (1998) expressed the differences between performance management and performance appraisal as following:**

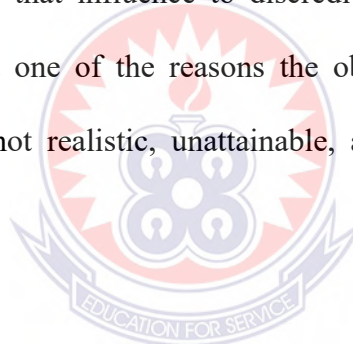
<b>Performance Appraisal</b>	<b>Performance Management</b>
Top-down assessment	Joint process through dialogue
Annual appraisal meeting	Continuous review with one or more formal reviews
Use of ratings	Ratings less common
Monolithic system	Flexible process
Focus on quantified objectives	Focus on values and behaviours as well as objectives
Often linked to pay	Less likely to be a direct link to pay
Bureaucratic- complex paperwork	Documentation kept to a minimum
Owned by the HR department	Owned by line managers



## 2.6 Objectives

“Objectives” are the core of the appraisal process - they are the aims or targets that we work towards and the means by which we can measure performance (Nutbrown, 2005).

Objectives or aims refer to what organizations, functions departments, teams, and individuals are hoping to reach (Fisher, 1995). A research carried out on 300 American public and private agencies revealed that 75 percent of those organizations maintained performance-appraisal plans, but less than a half of them said that the plans were achieving their stated objectives (Laird and Clampitt, 1985). Furthermore, 61 managers were interviewed, involved in a performance-appraisal process in order to determine the factors that influence to discredit performance-appraisal systems. Most managers felt that one of the reasons the objectives were not achieved was corporate targets were not realistic, unattainable, and generated disrespect for the objective standard.



Managers stated that one of the most important features of effective evaluation is to have SMART goals to measure against. As a result of the situation, managers dealt with the issue different ways: 28 of them either explicitly or implicitly modified the corporate standards themselves to make them more realistic and meaningful for their subordinates, and others just ignored the stated objectives. Meanwhile, most managers understood the importance of objectives, feeling that assigning objectives from top of the organization is not preferable, and they strongly recommended a system of upwardly-created objectives.

Good objectives are (Fisher, 1995, p.42):

Consistent: with the values of the corporate and every level of objectives;

Precise: crystal clear and well-defined, using positive words;

Challenging: to stimulate high standards of performance and to encourage improvement;

Measurable: can be related to either quantified or qualitative performance measures;

Attainable: within the capabilities of the individual, and any possible limitations would have an effect on the individual's ability to accomplish the goals (e.g, financial factors, time, and equipment, lack of experience/training or knowledge, and external factors) should be considered.

Agreed: necessary to be accepted by the manager and the employee concerned;

Time-related: attainable within a given time scale;

Teamwork- oriented: emphasize teamwork, as well as individual achievement.

These necessities are simply summed up as following:

S = Stretching/specific

M = Measurable

A = Agreed

R = Relevant/realistic

T = Time related

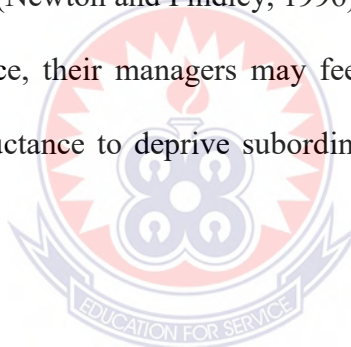


## **2.7 Problems with Performance Appraisal**

Performance appraisal has become an integral part of human-resources management (HRM) and extensively increased in use within a few decades by covering-traditionally excluded areas. However, its growth is not immune to criticisms, and the dominant critique is an orthodox management framework (Bach, 2005). This approach seeks the solutions to the shortfalls in the design and implementation of various appraisal systems. A primary and broadly-recognized problem is conflicting

purposes are used in the system (Stebler et al, 2001; Wilson, 2002). Appraisal can be used to motivate employees to improve performance by setting clear objectives for the future and letting them know what is expected of them, besides, determining their development needs.

These contrasts with an appraisal process of distributing rewards based on assessment of past performance (Bach, 2005, p. 301). The appraiser is normally obliged to adopt conflicting roles such as: monitor, evaluator, and understanding counsellor. Because of these situations, appraisers are reluctant to open up their weaknesses and anxieties about their work performances, as this may affect their merit-related reward or promotion opportunities (Newton and Findley, 1996). Also, when subordinates' pay is linked to the performance, their managers may feel more pressure to give inflated ratings because of a reluctance to deprive subordinates of what they perceive to be needed (Alan, 1992).



This situation may occur, especially in times of sharp increases in the cost of living. The study of 61 managers conducted by Laird and Clampitt (1985) revealed that the multiple purposes of the appraisals system increase the generality of comments/rates. For example since managers were not sure what jobs appraisees might be applying for in the future, they did not want to hurt subordinates' long-term promotion opportunities. Most of the managers stated frustration not only about the multiple purposes of the system, but also about unclear guidelines on the most important purposes of the system.

The studies of McGregor (1957) and Rowe (1964) prove that managers are reluctant to criticise and make negative judgements on an individual's performance, and as a result, give them inflated rates. Accordingly, several motives lie behind these managers' act: a fear of de-motivating employees by giving them negative feedback, leading to exposition of lack of managerial support or misguidance, simply to avoid conflicts (Longenecker et al. 1987) and giving the ratee a chance to improve before giving him/her the true rate, managers assume positive feedback is more motivating than negative, trying to get rid of someone who was not possible to fire, so they could get promoted (Laird and Clampitt, 1985).

One result of conflict avoidance is raters rate all appraisees in the middle rating point that is known as the central tendency" (Prowse and Prowse, 2009, p.69). Allan (1992) argued that the HRM unit should be able to identify this type of errors by analysing assessment records. If the process exposes that the error generated from unclear or unworkable performance standards, they need to be modified. If the error occurred due to manager's laziness, lack of interest or avoidance to upset staffs, coaching by the evaluators-managers can be the solution. However, in most cases, it is almost impossible for a rater to observe all of the behaviours that are relevant to the performance, and most raters lack observational skills (Smith, 1986).

A study of sixty senior managers carried out by Longenecker et al. (1987) found that organizational politics influenced the marks that managers gave out to their appraises. "The political model suggests that performance appraisals take place in the context of appraisers" desires to project a positive self-image, gain valuable outcomes for their units, depict themselves as caring individuals, and avoid negative situations and

confrontations. However, the model fails to consider the checks and balances placed on the participants by the organization and the people within that organization. Formal process, social norms, ethical and legal standards restrain the raters' personal ambition to influence the appraisal process (Paul and McNall, 2010, p.201).

Furthermore, political judgements appeared to be distorted by "halo and horns effect" (Prowse and Prowse, 2009). Halo and horns effect takes place when the rater knows the person being appraised has done particularly well/bad in a part of work, and thus presumes that the rest of the work is being accomplished at the same level (Hunt, 2005). The rater could fall into the trap of concentrating only on the good/bad work, totally ignoring other areas. Some appraisers tend to consider only recent events that are noted rather than collecting and including evidence throughout the appraisal period which is known as 'recency effects'.

Many research shows that the appraisal process is influenced by gender and ethnicity of both appraisee and appraiser (Geddes and Conrad, 2003; Lewis and Taylor, 1996; Chen and DiTomaso, 1996; White, 1999). These are common types of stereotyping. Stereotyping is defined by Hunt as "the process of grouping essentially heterogeneous people into homogeneous categories, such as the member of staff who is in the union is automatically labelled as a trouble-maker, even though there is no evidence for this" (Hunt, 2005, p.214). Fortunately, the negative effects of stereotyping can be diminished by being aware of their effects.

Ideally, two employees who have the same tasks and who perform similarly should obtain the matching-performance rating, even if they were appraised by different

people or work for different units. Yet, they might get different marks, simply because one manager is generally more demanding and another one is more easy-going. Some managers are lenient and give fairly high marks to everyone or the majority of their subordinates, whereas others give relatively-low marks to everyone. Furthermore, exceptionally-high performers who are assigned to work in units composed of dazzling performers may be rated relatively low if their performance is compared with those of the dazzling employees. On the other hand, exceptionally a high performer who happens to work in a team made up of average or poor performers would stand out by comparison.

In other circumstances, managers may be reluctant to give good marks to “well” performers due to the fear of losing them through promotions or reassignments (Allan, 1992). Laird and Clampitt (1985) argued that the lack of agreement on the rating scale and guidelines for how to assign ratings increase subjectivity of the measurement since people tend to hold a different opinion of the rating scales and criteria.

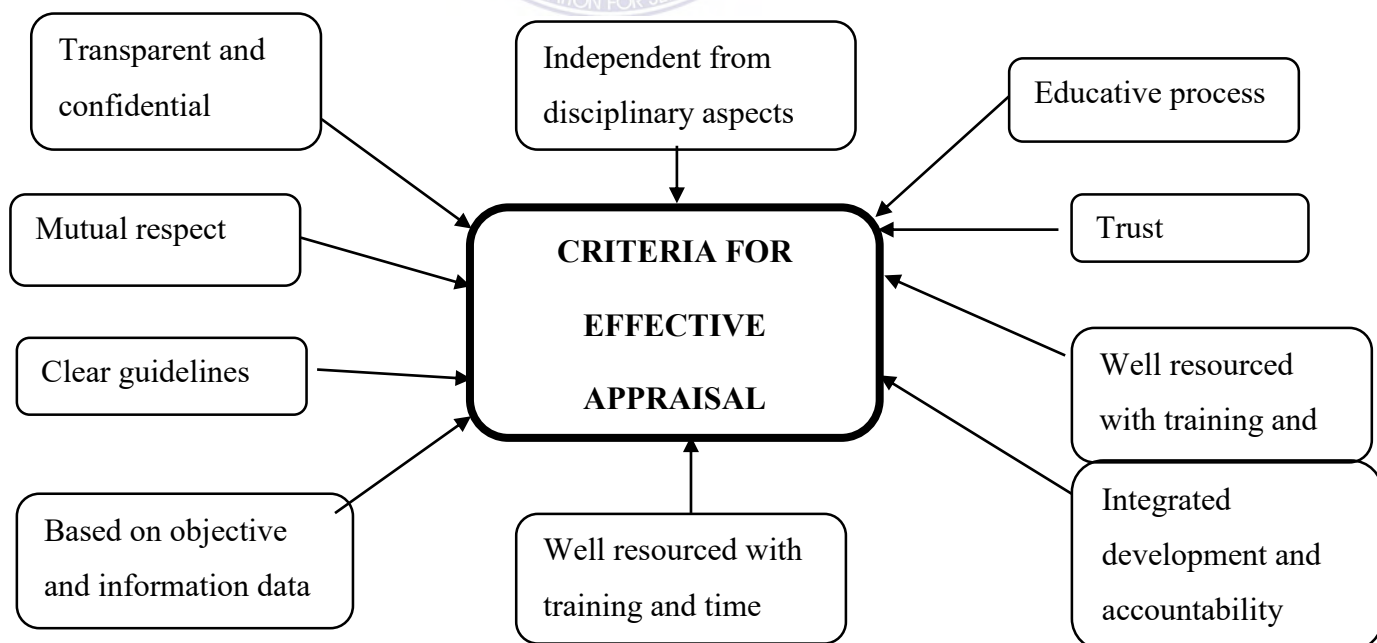
According to Allan (1992), solutions for these errors are:

- Coaching managers how to apply assessing standards in a quite consistent manner and to employ a full range of rating categories when necessary.
- Weighing employee performance against pre-established results rather than comparing with the performance of others.
  - Structuring managers’ compensations to reflect their achievement in developing their employees into valued members for the company.

## 2.8 Key Features of Effective Appraisal

Piggot-Irvine (2003). defined key features of effective appraisal, drawing from the findings of her 3 converging and extensive studies. However, three researches, carried out from 1996 to 2001, were distinctive from each other. In Piggot-Irvine's terms, "effectiveness" refers to when performance-appraisal interactions are non-controlling, non-defensive, supportive, educative, and yet confidential. Effective appraisal, therefore, is supported by a relationship of respect, with results directly linked to improved work performance. Also, information on appraisals process should be clear, objective, and have high integrity and the ultimate goal of deep development. (See diagram.1)

Piggot-Irvine (2003, p.177) again notified that "these values cannot just be "turned on" for appraisal. In order to have effective appraisal, the process must be embedded in a wider culture where the values shape part of the fabric of the everyday life of the workplace". Essentially, organization need leaders to model the values to their subordinates.



*Figure 1: Elements of appraisal effectiveness by Piggot-Irvine (2003, p.173)*

Longenecker and Fink (1999) carried out in-depth focus groups with sixty mid- and upper-level HR executives from twenty-eight American organizations to discover the features of effective performance-appraisal systems. They categorized their findings into three broad sectors: effective systems design, effective appraisal-system support, and effective managerial practice. From these crucial components, they identified ten important lessons that managers could execute to improve the system.

***Effective system design:***

1. Clearly define why the organization conducts formal appraisal. The specific objectives of appraisal system must be identified and clearly communicated throughout the organization.
2. Involvement of staff/managers in system design is crucial. Involving employees in the every stage of the design of the system boosts cooperation and their sense of ownership.
3. Design user-friendly procedures and work related forms. Performance criteria, feedback, and rating procedures must be articulated in terms that are meaningful, simple, and easy to understand for both managers and subordinates. The best way to make sure these characteristics are achieved in the system is the participation of employees in the design. Important aspects of employees' work must be included in the appraisal. Otherwise, it sends out wrong message that these aspects are not important and can be ignored.
4. Managers and staff should know how the process functions and understand their role. It is revealed that managers receive very little training. There are four fundamental integrated levels in the appraisal process, and each level



requires different appraisal competencies from appraisers. Any shortage of those competencies at any level will undermine the system's effectiveness.

I. Performance planning

II. Performance management and ongoing coaching

III. The written performance appraisal

IV. The performance-appraisal review

Once the system foundation is formed, how well the appraisal plan is transformed into actions entirely depends on managerial appraisal practices.

### **Managerial-systems practices**

5. Managers must carry out effective performance planning. At the beginning of the appraisal cycle, manager and subordinates need to work together to review job descriptions and responsibilities closely, define clear objectives, and, communicate expectations of desired behaviours and consequences for which the staff will be appraised against.
6. Managers should provide informal performance feedback constantly. A once a year formal performance review cannot be effective, and constant feedback prevents growth of minor mistakes into major ones. Lack of ongoing coaching results in subordinates disengaging from work, considering alternative employment, lower motivation and productivity, and impaired relationship between managers and them.
7. Only motivated appraisers carry out the appraisal effectively. Managers get motivated to conduct effective appraisals when their supervisors conduct such appraisals on them. This process models the appropriate procedure, coaching, and also indicates the significance of the appraisal.

**Appraisal-system support:**

8. Top management must support and demonstrate effective appraisal practices. Support from the top is essential for an effective system, and it can be expressed through written and oral communication with managers and staff in memos, testimonials, company newsletters etc. Also, top executives can show support by practicing the proper appraisal procedures when they appraise managers.
9. Performance ratings should be linked to organizational rewards. Research consistently shows that, to increase the effectiveness of performance related payment programs, greater rewards should be linked to superior job performance.
10. Appraisal systems require ongoing systems review and corrective action. The system must be reviewed often and systematically to examine the efficacy of the system and find out whether procedures are being followed accurately.

Korsgaard and Roberson (1995) argued that subordinates are more satisfied with PA systems: when managers are supportive of their subordinates: when they trust their manager: and when accurate feedback is given to employees, especially in the areas of individual development, performance-related pay, and promotion opportunities during the evaluation process. Besides, when they are offered enough time to express their opinion, subordinates get a chance to affect the outcome. Also, when their ratings are precisely explained, employees are satisfied with the PA scheme (Whiting et al, 2008). Laird and Clampitt (1985) suggested that employees' evaluation should be conducted frequently. The frequent review could minimise conflicts arising in the annual appraisal interview since no negative feedback would come as a surprise.

Whiting et al. (2008)'s study indicated the following characteristics influence employee perceptions of the usefulness and fairness of PA systems:

- Whether appraiser is trained well on the PA system
- Objective setting and manager's support in individual development plan
- Importance of the components of the PA
- Discussion of performance-related pay and feedback
- Voice in the process
- Relationship with supervisor
- Simply listened to without influencing the outcome of the ratings
- Fair reward based on fair assessment
- Roles and responsibilities of appraisee are well known by appraiser
- The assessment occurs more often

Longenecker et al. (1988) suggested that differences in ratee and rater's perceptions of the evaluation process should be understood very well. The effectiveness of an appraisal system is affected by the extent that managers and subordinates have a shared perception of the purpose and function served by the system and the extent to which appraisals accomplish their needs. Should there be a lack of shared perceptions of the system, misunderstandings and conflicts tend to increase between the two parties. Subordinates respond more favourably to the PA system when they are allowed to explain their side of the problems, and objectives and plans are discussed. According to Longenecker et al. (1988), to employ PA effectively as a communication instrument and a vehicle to boost top-down relationship, subordinates' role and involvement in the PA process needs to be increased.

They also argued that, if subordinates realise that their manager is not being open and honest with them, it can deteriorate the effectiveness of the system and the relationship between manager and them. Prowse and Prowse argued that subordinates attitude towards PA system hugely depends on the his/her relationship with his/her line manager. Fisher (1995). suggested that organizations should conduct PA twice in a year or at least annually, and, if any more meetings are necessary, they should leave it to the manager/rater to decide.

### **Self-Assessment**

Self-assessments, self-ratings, self-appraisals, or self-reports are the most-widely-used method for rating and understanding individual differences (Yammarino and Atwater, 1993). Self-rating is a process by which individuals review their own performance, using a structured approach as the basis for discussions with their supervisors in review meetings (Armstrong, 2006, p.95).

Campbell and Lee (1988) argued that traditional self-appraisals cannot be used as an evaluative tool solely, and its usefulness is very limited, especially for evaluative purposes. Nevertheless, for developmental purposes, self-appraisals contain potential for enhancing an employee's job performance. Jiing-Lih, et al. (1988) noted some benefits that may result from integrating self-rating into traditional performance-evaluation systems:

- It may improve two-way communication between appraiser and appraisee
- Appraisees sense more control over performance evaluation due to increased participation of the appraisee in the system
- Self-evaluations are generally less affected by halo errors than managerial evaluations, and it is especially useful for evaluating isolated workers and

individuals with rare skills as they know much about the work than anyone else.

- Manifold perspectives make it easy to discover overly biased evaluations.

Armstrong (2006) also argued that the main gain of utilising this method is that it decreases individuals defensiveness by letting them take the lead in rating their own performance rather than having their supervisors' ratings thrust upon them. This situation allows creating a less negative and more productive conversation during the review meeting, and encourages employees to consider their own training needs. Surprisingly, the majority of people appraise themselves realistically, but some people tend to inflate their ratings, and it requires significant skills from raters to handle it effectively.

Self-appraisal can work successfully only if employees have clear targets and standards against which to measure themselves. It can also only be effective in a climate of trust where individuals believe their raters will not take advantage of an open self-appraisal (CIPD, 2011).

### **Rater Training**

Before the 1980s, academics paid more attention to the rating system which increases accuracy of performance rating by eliminating the rating errors (Landy and Farr, 1980). Over time, however, it is understood that a critical component of any rating system (beyond the rating format and other structural characteristics) is the performance rater (Sulsky and Keown, 1998, p.52). Accordingly, there was a huge shift in the theory of performance appraisal during the 1980s with “cognitive revolution” in appraisal research. Many cognitive models of the rating process were

developed, and the main argument of these models is that the appraiser is an information processor.

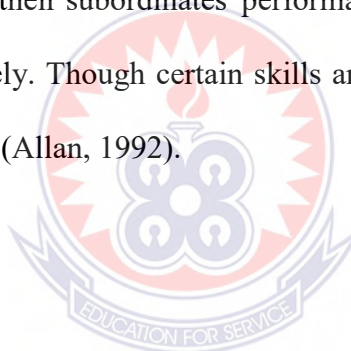
It is, therefore, possible to break down the appraisal process, such as unsuccessful recall of important performance information of appraisee during the rating process. Advocates of these models argue that the accuracy of performance rating can be maximised if we design proper rating formats and training programs. Banks and Murphy (1985) criticised the models as not considering the appraisers' motivation to evaluate accurately as well as other factors that tend to influence or boost the effectiveness of appraisal process.

A number of research shows that rating inaccuracy is more likely to be the consequences of the deliberate and volitional distortion of performance ratings (Tziner et al, 2005). Anecdotal evidence supports this belief as well. For instance, a survey of appraisees, appraisers, and administrators of performance-appraisal schemes demonstrated that most of the participants in all these groups believe that rating inaccuracy has more to do with deliberate distortions than from appraisers' unintended, cognitive mistakes (Bernardin and Villanova, 1986).

There has been a big debate about the effectiveness of rater-training programs. Some studies indicated a positive impact of training program on rating accuracy but some studies showed no improvements by training (Bernardin and Buckley, 1981). Bass (1956, cited in Bernardin and Buckley, 1981, p.2007) suggested that it is possible rater training may result only in the replacement of one response set with another response set, such as being lenient to being harsh.

Binhong (2010, p.110) argued that it is impossible to get rid of rater bias completely by only rater training, but can make appraisers more self-consistent. His study illustrated that results of rater training may not endure for long after a training sessions. So, the practice of holding a moderation session before each test administration is necessary to allow raters to re-establish an internalized set of criteria for their ratings.

To appraise subordinates' performance, a supervisor has to know how they are performing their work. In order to find out their performance, it is critical for supervisors to observe them on the job. Court rulings have required that, if supervisors are to assess their subordinates' performance, they have to be in a position to observe them accurately. Though certain skills are required to observe and record employees' performance (Allan, 1992).



### **Diary-Keeping**

Borman (1979) has advised standardising the observation of behaviour and developing a common frame of reference for evaluating employee performance. This can be done by utilising a formal diary-keeping system. A formal system of diary-keeping to be monitored by the appraiser's manager will show the appraiser that the observation of appraisee behaviour is a vital job function, and that the most important part of the evaluation occurs all through the evaluation period rather than in the few minutes while ratings are actually done (Bernardin and Buckley, 1981). A study of the effectiveness of diary-keeping conducted by Bernardin and Walter (1977) indicated that raters who used diary-keeping method had much less leniency and halo effects than untrained raters.

### **A Common Frame of Reference for Raters**

Observational skills can be enhanced by developing a common frame of reference for observing and rating. This training approach should be useful in “creating” a common frame of reference for those found to rate on the basis of idiosyncratic standards. The workshop provides practisers training in rating vignettes showing critical and less important behaviours observed on the job (Bernardin and Buckley, 1981).

David and Allan (1994) studied the effectiveness of rater training across four most-commonly-used rater-training approaches (i.e., rater-error training, frame-of-reference (FOR) training performance-dimension training, and behavioural-observation training) and four dependent measures (i.e., leniency, halo, rating accuracy, and observational accuracy) by using quantitative method. The research revealed the following outcomes:

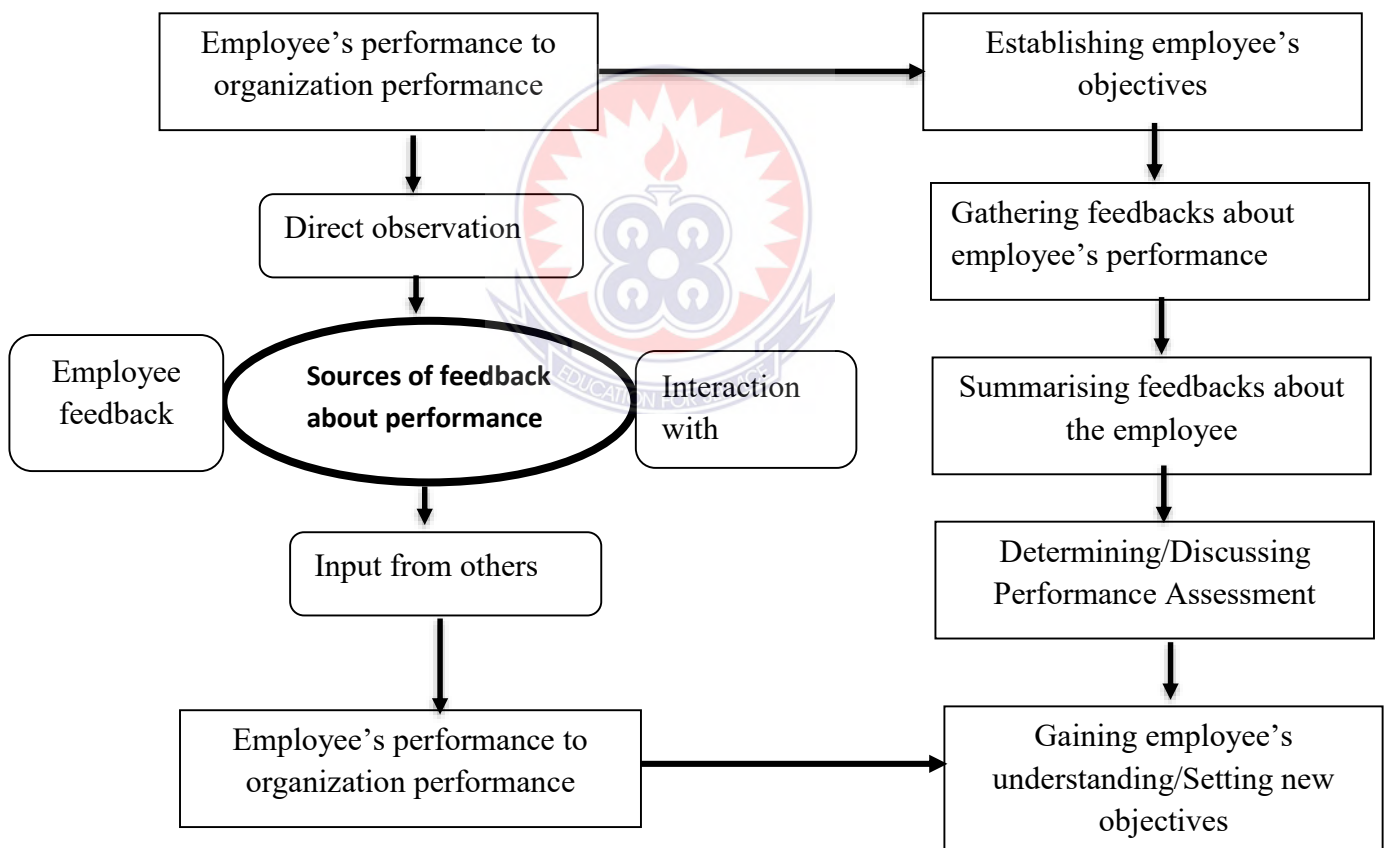
- All the training approaches indicated a positive effect to some extent in addressing the feature of performance ratings that it was designed to resolve i.e (rater-training error diminishes rating error, FOR training and performance-dimension training enhance rating accuracy, and behavioural-observational training results in improved observational accuracy).
- In general, each of the training approaches affected all of the four dependent measures positively.
- The rater-training strategies can be further improved by combining various aspects of the different rater-training approaches.
- FOR training showed the highest overall improvement in rating accuracy.



However, David and Allan (1994). did not consider some important features of training programs that affect the effectiveness of those program. The features are:

1. the method of presentation of the training material;
2. the type of rating scale;
3. the nature of rating task; and
4. ratee characteristics in the research.

Sillup, G. P. and Klimberg, R. (2010) depicted general performance-appraisals systems in the diagram below:



**Figure 2: Performance-Appraisal Systems**

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The purpose of the study is to assess the impact performance appraisal (PA) of employees of Methodist Hospital, Wenchi. In this section of the study, the methods used in the collection and presentation of results are presented, as well as the reasons that these methods were used. The chapter has sections on the research design, population of the study, sample technique and sample size, method of data collection, and method of data analysis.

#### **3.1 Research Design**

According to Orodho (2003), research design refers to the overall strategy that is chosen to integrate the different components of the study in a coherent and logical way, thereby ensuring that the research problem is effectively addressed. It constitutes the blueprint for the collection, measurement, and analysis of data. Research design is normally written to make sure that the evidence obtained enables the study to effectively address the research problems logically and unambiguously as possible.

A survey design was adopted because it was deemed as the most appropriate to assess the PA system in the Hospital. De Vaus (2002) pointed out that a survey is not a particular technique for collecting information. Questionnaires are widely used, but other techniques such as structured and in-depth interview, observation, content analyses, and so forth can also be used in survey research.

This study adopted a survey strategy and used a self-administered questionnaire to gather data. This kind of research strategy is normally associated with the deductive approach. The study was also a cross-sectional study and not a longitudinal one. A cross-sectional study is a study that has its information collected at a particular time, for instance, a particular day or a particular period in time. A longitudinal study, on the other hand, is one that is collected at different times before a conclusion is finally made.

### **3.2 Population of the Study**

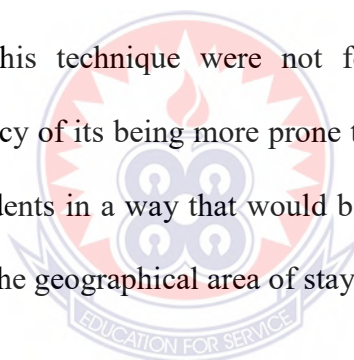
The population of the study consisted of two staff members each from the thirty-four (34) units/departments of the Hospital, one employee and one supervisor. The researcher considered the population based on the fact that the total number of employee at the hospital is too large, and it is prudent to tackle all the units with a fair number of staff. The researcher also considered various age distributions, thus the views shared by the respondents could be a representation of the Ghana Health Service.

### **3.3 Sample Size and Sampling Technique**

The total number of employees in the hospital to be used as platforms for information was estimated to be three hundred and seventy four (374). However, for the sake of convenience and time constraints, at sample size of sixty (60) was chosen from the hospital. In determining the sampling size, the researcher used the simple random sampling technique. Simple random sampling is the basic sampling technique by which a researcher selects a group of subjects (a sample) for a study from a larger group (a population) (Cochran, 2007).

Each individual is chosen by chance, as each member of the population had an equal chance of being included. In each Unit, the supervisor or “in-charge” was a constant participant while the employee was randomly selected. Here, the researcher wrote “Yes” or “No” on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random. Respondents who picked a “Yes” paper were included in the study whereas those who picked a “No” paper were not included. The sampling process was done without replacement. The papers were reshuffled after each draw. The researcher used the simple random sampling because he intended to select a representative without bias from the population (Saunders, Lewis and Thornhill, 2012).

The disadvantages of this technique were not forgotten. Borne in mind, most importantly is the tendency of its being more prone to researcher bias. The researcher thus selected the respondents in a way that would be most representative in terms of their age categories and the geographical area of stay.



### **3.4 Sources of Data**

Data for this study were collected from two different sources, namely, primary data and secondary data. Both are deemed appropriate for such a study.

#### **3.4.1 Primary Data**

Primary data are described as data that are collected by a researcher from first-hand sources, using methods like surveys, interviews, or experiments. It is collected, with the research project in mind, directly from primary sources (Walliman, 2017). This information was collected through the use of questionnaires and analysed in a

quantitative manner. These primary data were collected from the employees in the hospital through questionnaires.

### **3.4.2 Secondary Data**

According to Walliman (2017), secondary data are data gathered from studies, surveys, or experiments that have been run by other people or for other research. Under normal circumstances, a study should begin with the assessment and analysis of secondary data. This allows time to formulate questions and gain an understanding of the issues being dealt with before the costlier and time-consuming operation of collecting primary data.

Secondary data for this study were collected through the use of journals and books. These data were easily accessible due to the fact that they were made available on public platforms and was in qualitative form.

### **3.5 Data-Collection Design**

In collecting the data for the study under consideration, a questionnaire was used. This was to ensure that only relevant questions were asked and also the questions were properly structured. The questionnaires were divided into two: one for the appraisers/in-charges and the other for appraisees/subordinates.

A combination of close- and open-ended questions was used during the data-collection process. The importance of the use of close-ended questions in this study cannot be overemphasized, as the construction of the coding frame and coding of close-ended questions do not take much time as compared to open-ended questions. It was also to avoid delays in responding to the questionnaires, thus enabling the

respondents who had busy schedules to respond quickly to the questions. The open-ended questions, on the other hand, provided flexibility to the respondents in answering the questions. This has helped in enriching the study since it was difficult to provide exhaustive possible answers in some cases.

The questionnaires were pre-tested before using them on the field for the study. To ensure the reliability of the questionnaires, test–retest reliability was employed. The questionnaires were administered to the same group of respondents on two different occasions. A sample correlation coefficient was used to establish the reliability of the test. The sample was made up of appraisers and appraisees. Separate questionnaires were then administered for each of the categories.

### **3.6 Data Analysis**

The data collected for this research were analyzed with the help of Statistical Package for Social Scientists (SPSS) software, discussed in chapter four. The results have been well explained, with well-defined illustrations in tabular form for easy understanding.

### **3.7 Ethical Consideration**

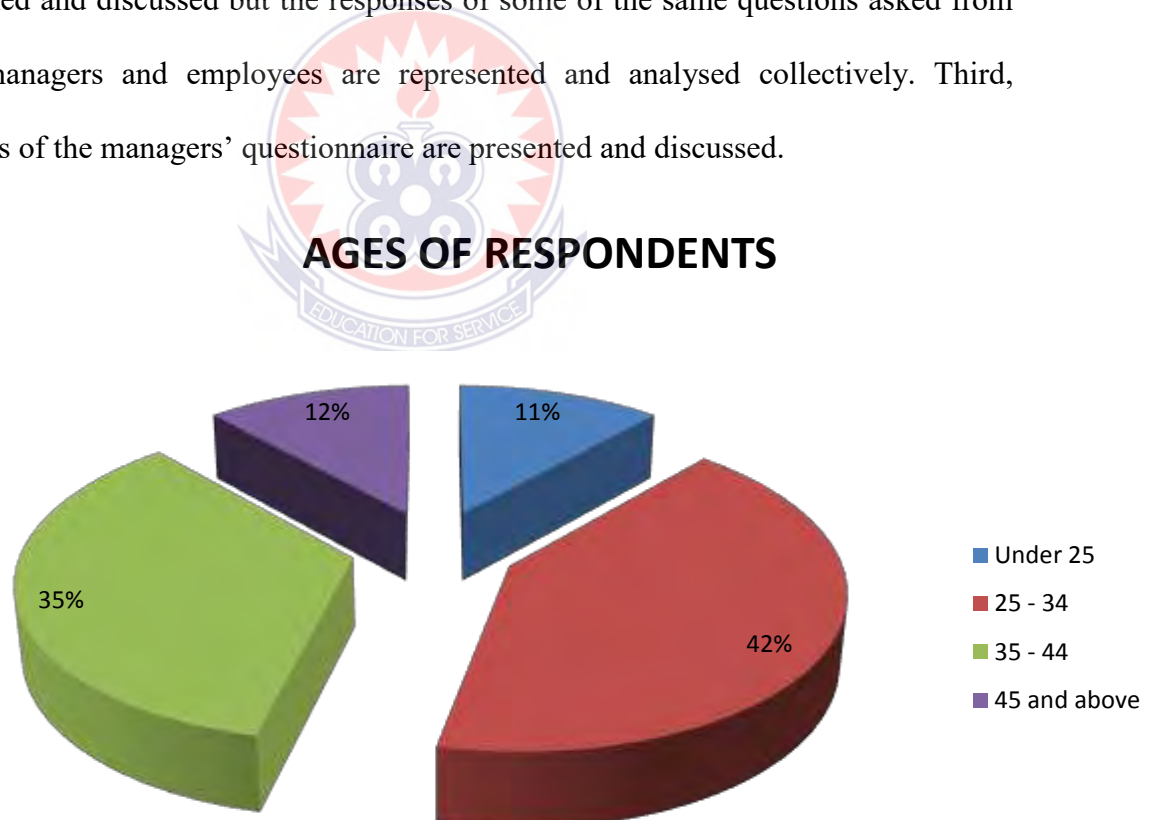
Every questionnaire sent out to respondent was attached to the respondent explains clearly the purpose of the survey. Also, a brief introduction of the researcher and an estimated time required to complete the survey were pointed out in the questionnaire. Consequently, the employees knew from the start what the researcher was doing and why. The questionnaire did not require respondents' names to protect their anonymity and confidentiality. The confidentiality of the respondents has been preserved, as the participants' identities were not disclosed in the thesis.

## CHAPTER FOUR

### RESEARCH ANALYSIS AND FINDINGS

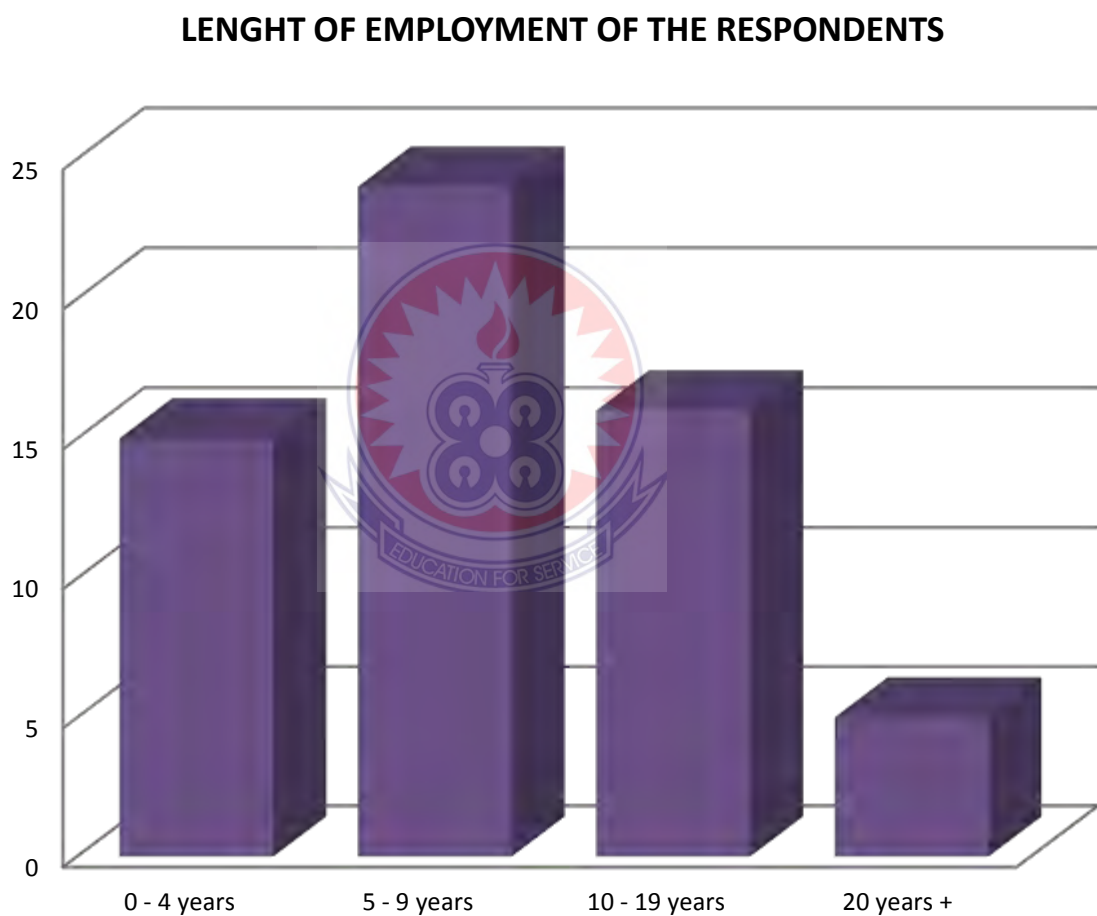
#### 4.0 Introduction

This chapter analyses data collected through the survey questionnaires from managers and subordinates of the Wenchi Method Hospital, also discussing the research findings. The researcher utilised graphs, diagrams, and charts to present findings of the survey in order to make it easier for reader to compare and analyse the variables of the results. First, demographic statuses of all respondents (both managers and employees) are introduced. Second, responses of the employees' questionnaire are examined and discussed but the responses of some of the same questions asked from both managers and employees are represented and analysed collectively. Third, findings of the managers' questionnaire are presented and discussed.



*Figure 3: Ages of Respondents*

Figure 3 above represents the age of the respondents from Method Hospital, Wenchi. The majority of participants (22, thus 42%) belong to age group of 35-44. Second major age group is 25-34 years old which constitute 18 respondents (35%). and 37 respondents are 45 or above that age. Only 23 of the all participants, 45 and above constitute (12%) and of the targeted total number and finally 5 participants which constitute 11% were below the age of 25 years.

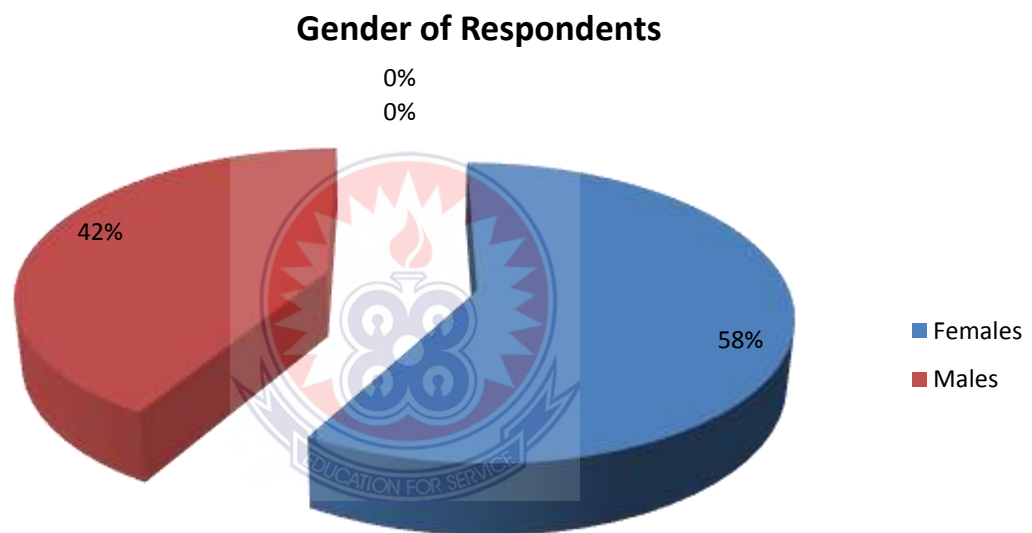


***Figure 4: Length of Employment of the Respondents***

Figure 4 above represents the length of time the target population of the respondents has worked in the hospital. A significant number of the sample population of 24 of the participants, which represent 40%, have worked between five (5) and nine (9) years at



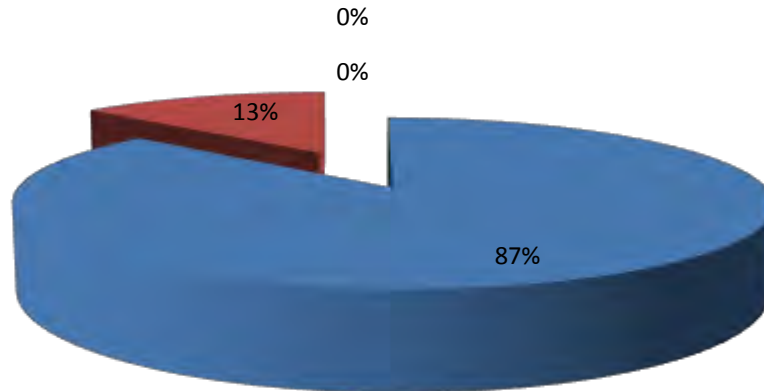
the hospital. The second largest number (26), which represents 27% of participants have also worked between ten (10) and nineteen (19) years in the hospital. Fifteen participants, of the respondents, represented 25%, have worked between zero (0) and four (4) years. Finally, the total respondents who have worked for twenty (20) years and above, 5 in number represented 8% of the entire sample population. By implication, this section of the target population has been working for quite a long time and have gained the most experience in the hospital.



***Figure: 5: Gender of Respondents***

The above graph depicts the gender representation of the target population of the respondents of the study. 58% of the sample population constituted females and 42% of them are males.

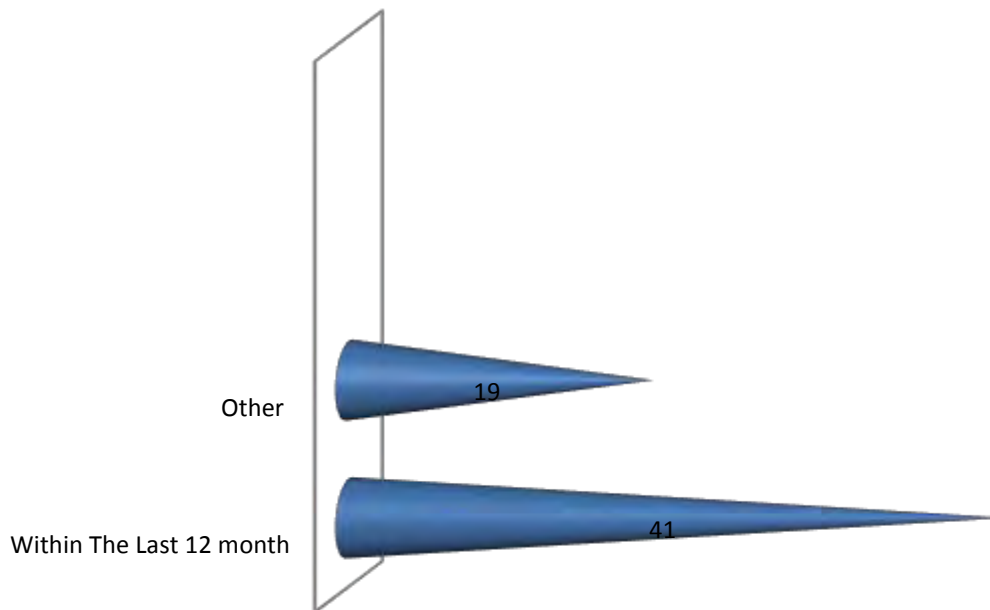
## Have you ever had your performance reviewed?



*Figure 6: Have you ever had your performance reviewed?*

The researcher was actually surprised when he found out that majority of the respondents had experienced the performance-review process in Methodist Hospital, Wenchi, except eight employees. Research on PA clearly suggests that not having an appraisal system is better than having a bad one since the bad system results in worse effect on the organizational performance. It is, therefore, crucial to make sure performance review is conducted effectively in the workplace.

## When did you have your performance reviewed the last time?

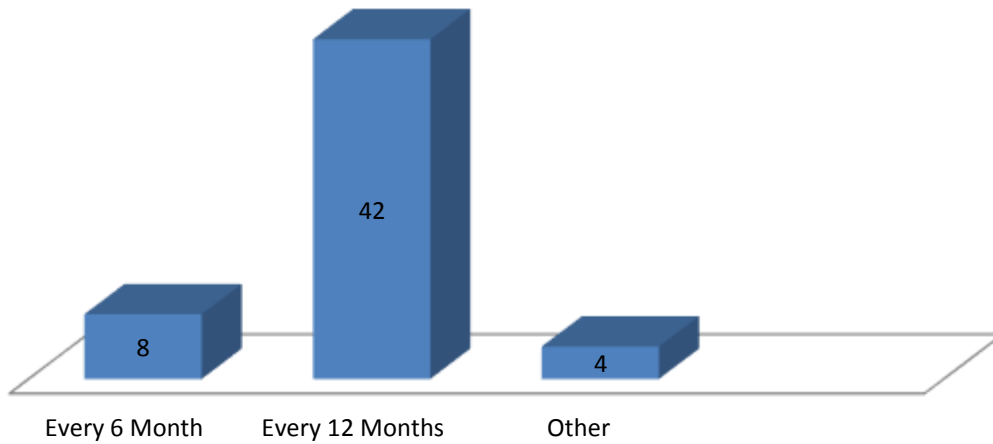


*Figure 7: When did you have your performance reviewed the last time?*

The vast majority, 65% of all respondents, had gone through PA in the hospital within the last 12 months. Another option left open for the respondents to write their own answers, and the researcher obtained 3 different answers on the open answer. 8% of the respondents replied as having their work evaluated within two years. 12% within three years, and 10% experienced it within five years. By extension, quite a number of the staff who work at the hospital do not clearly understand what performance review is, not its relevance.

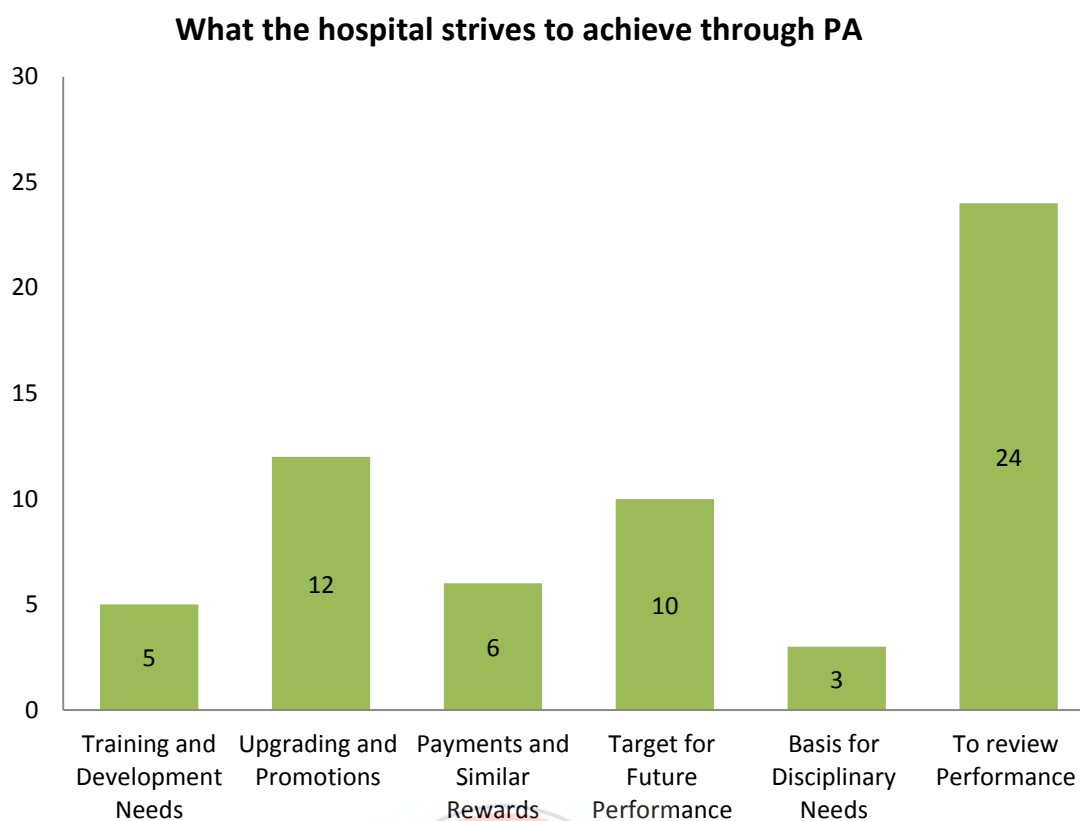
It is suggested by academics to carry out PR meetings at least once a year, and more is better (Fisher, 1995). Conducted that way, PR can have tremendous positive impacts on employees.

## How often is appraisal carried out in your unit?



***Figure 8: How often is appraisal carried out in your unit?***

In order to further study the last question, this question was asked since the higher frequency results in more effective appraisals system. Eight of the respondents, which represents 15%, said every six months. The majority of the respondents, 48, which represents 78%, confidently stated that PA is carried out annually in their department. Two (2) of the participants (that is, 3.5%) stated they did not know when the PA is conducted, and the last two (2) participants, which consists of 3.5%, said it is conducted every second year in the hospital. Apparently, Methodist Hospital, Wenchi reviews most of the employees' performance every year which is a very, desirable act.



***Figure 9: What the hospital strives to achieve through PA***

According to the head of Human-Resources (HR) Department at the hospital, data collected from PA is used for all of the above objectives. However, five (5) participants of the targeted staff, which represent 8%, indicated that PA is basically used for training and development purposes or needs, which is one of the most basic needs that the process aims to fulfil. 20%, which constitutes 12 respondents, said, PA is used for upgrading and promoting staff of the hospital whilst 6% of the entire sample population indicated it is used for payments and similar rewards.

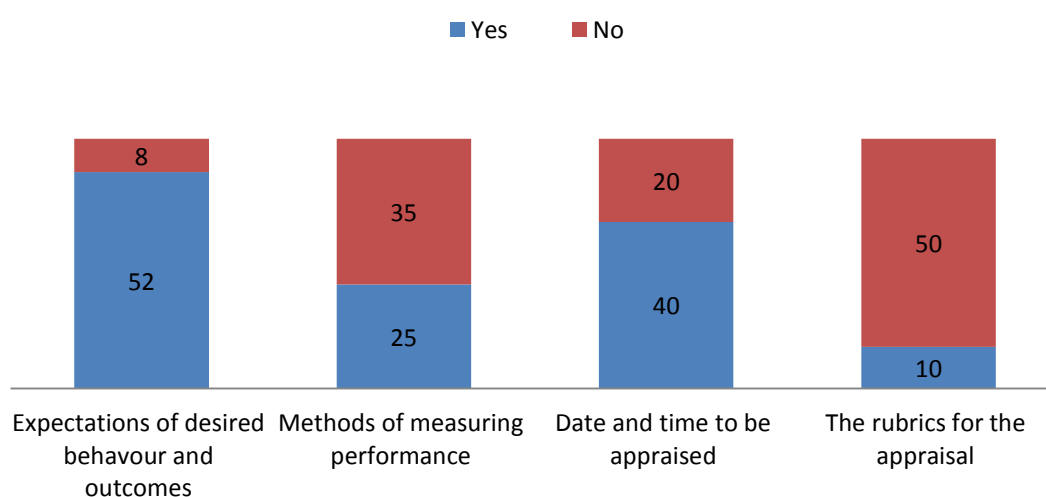
Only 10 participants (17%) expressed the view that PA is meant for targeting future performance of the hospital. Hence, it is to find out to the length and breath at which each staff member can reach in terms of performance rating. An insignificant number of the respondents (3 members) made up only 5% said it is the basis for disciplinary

actions. A significant proportion of the respondents (24) which represents 40%, with knowledge of PA clearly stated that the process is used to review performances of the staff of the hospital.

The objectives of determining promotion and upgrading and setting targets for future performance are generally acknowledged. However pursuing conflicting purposes (e.g., identifying training and development needs, setting objectives determine promotion and payments, and basing disciplinary actions on PA) is a major mistake that downgrades the effectiveness of the system dramatically. Employees try to conceal their training needs and skill shortages as the data on PR are affected by their payment and promotion.

As a result, managers cannot help subordinates to improve their performance. Especially, if employees see it as a base for disciplinary action, the system tends to fail. According to Longenecker and Fink (1999), the specific goals of the system must be identified and clearly communicated throughout the organization.

### Consulting staff members during the PA Cycle

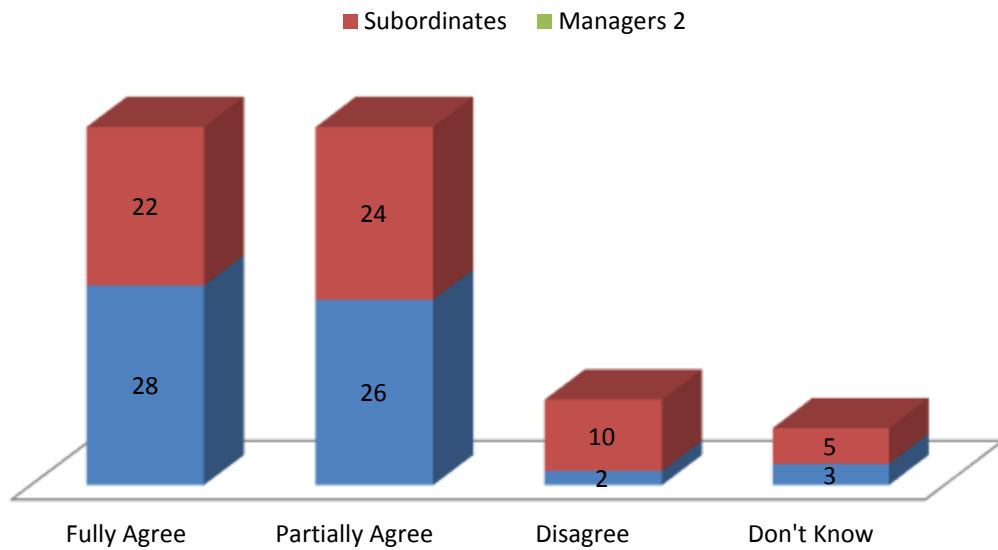


*Figure 10: Consulting staff members during the PA cycle*

The process of PA must be transparent for appraisee and appraiser. An effectively-planned PA system increases the credibility of the system and employees get more motivated to implement behaviours and activities that support the organization (Longenecker and Fink, 1999). Furthermore, involvement of employees at the all levels of the system facilitates acceptance of the system and boosts cooperation. Thus, managers should discuss with subordinates about expectations of desired behaviour and outcomes, what they will be rated against, the date to be appraised, and methods to measure outcomes early in the PA cycle.

About 87% of the respondents claimed that they are consulted on desired behaviours and outcomes, and when to be appraised, but most of the respondents (58%) are not clear about how they get measured. As a result, employees may become reluctant to participate in the review process honestly and openly. Also, if rater and ratee disagree on the rating criteria, the possibility of misunderstanding and conflict arises. Further, the basic instructions to be followed during the appraisal process is not taught. This can contribute to misleading the entire process since a greater proportion of the respondents (83 percent) said they are not consulted in the rubrics of the PA process.

## Is It necessary to conduct PA?



**Figure 11: Is It necessary to conduct PA?**

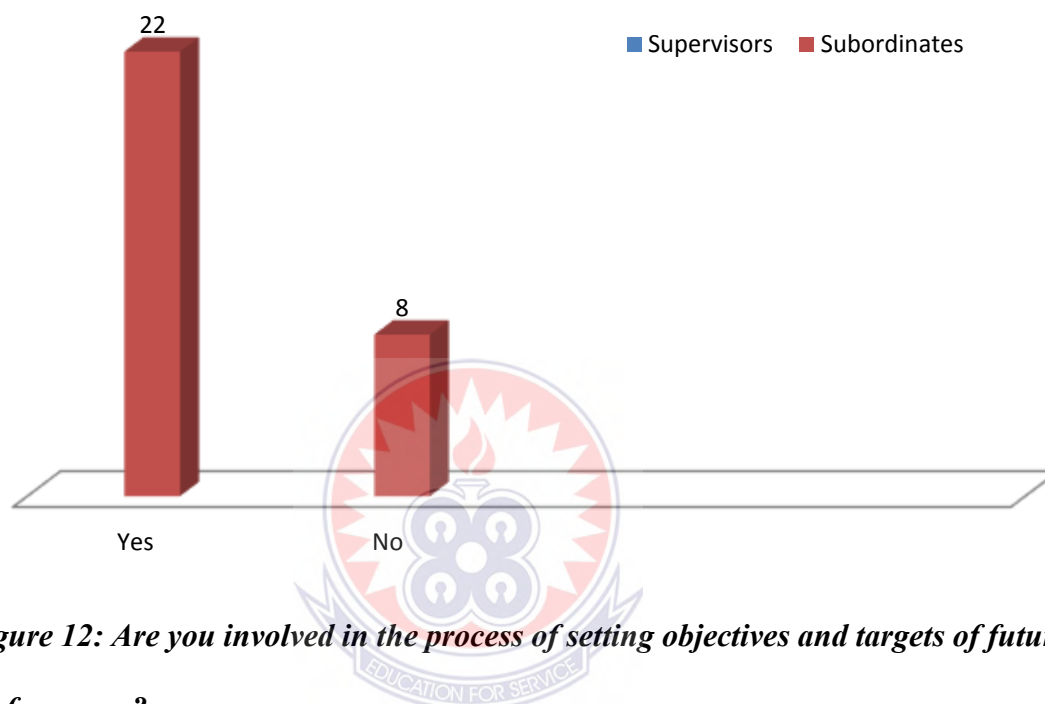
The figure above shows the necessity of the PA system at Methodist Hospital Wenchi, where 30 employees and 30 supervisors were interviewed. Surprisingly, a high number of both subordinates and supervisors, 28 and 22 respectively, which represents 93 and 73 of the respondents were fully in support of the PA process. This means that only 7 percent and 27 percent respectively agreed to the necessity of the PA process in the hospital.

It is only if employees entirely understand the benefits of the system, that they are keen to involve themselves fully and honestly in it (Corcoran, 2006). Employees who do not acknowledge the benefits of the system tend to downgrade its importance and offer less contribution. Clearly, many employees of the hospital do not entirely realize the advantages of PA, which might be affecting the accuracy of the system badly by having a negative impact on the subordinates' motivation to participate. It, therefore,



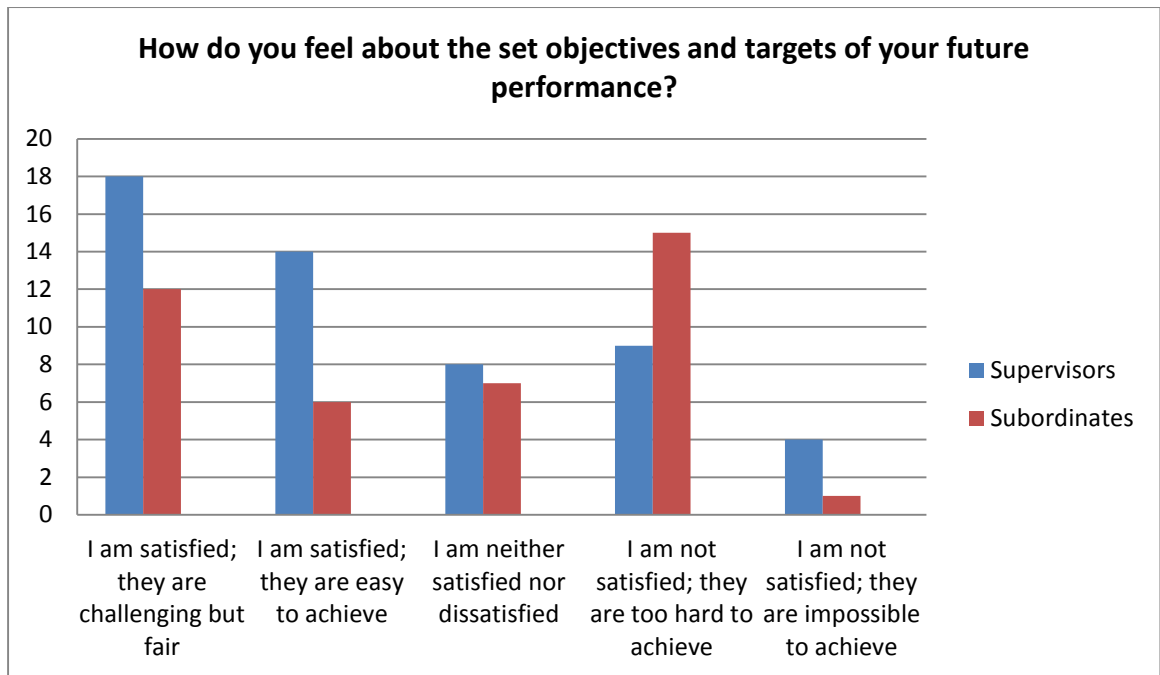
seems that supervisors are more aware of benefits of the system to the hospital compared to the subordinates.

### Are you involved in the process of setting objectives and targets of future performance?



*Figure 12: Are you involved in the process of setting objectives and targets of future performance?*

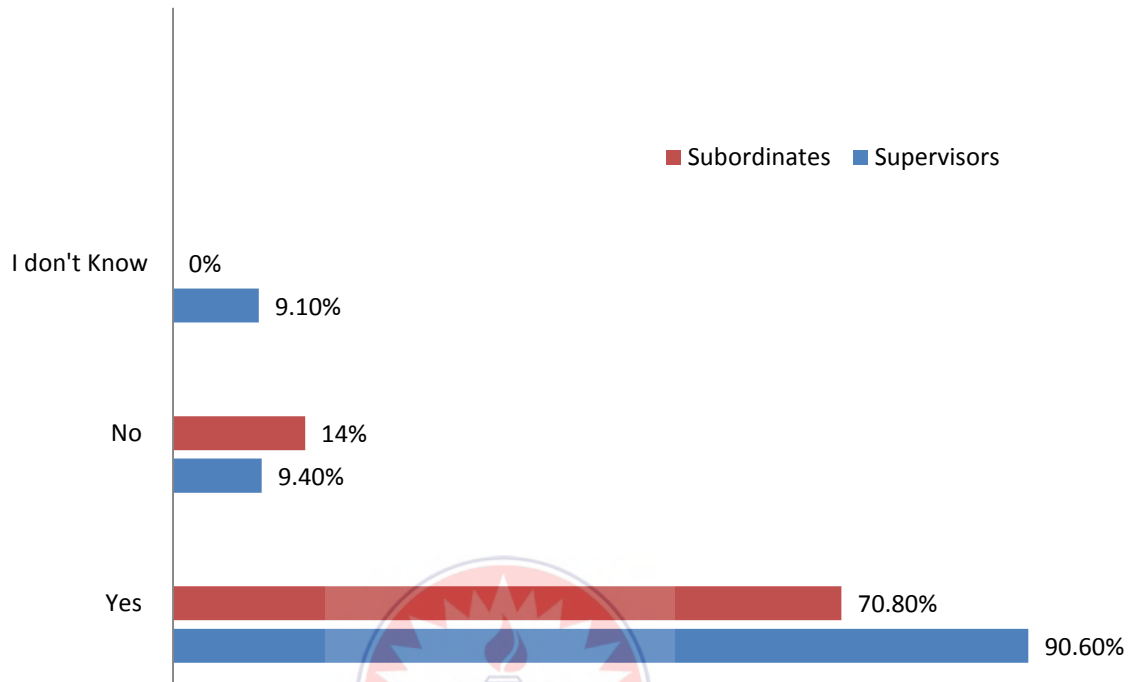
One of the factors that discredits the PA system is non-SMART objectives. In order to avoid this situation, upwardly-created objectives are strongly recommended for setting SMART objectives. However, a large number of respondents claimed that they are not involved in the process of setting objectives. Since set objectives/targets are one of the most important fundamental factors which affect both rater and ratee's attitudes toward performance rating, it is vital to have them agreed to by individuals. Moreover, Nelson (2002) suggested that involvement of the employee in the process of setting objectives of their work is in itself a motivator and an effective way of improving one's performance.



**Figure 13: How do you feel about the set objectives and targets of your future performance?**

Compared to the subordinates, the supervisors are more satisfied with their set targets. This result correlates with the above result that showed more supervisors were involved in the process of setting their targets, while objectives set by the management of the hospital (downwardly) are more likely to fail to meet the criteria of SMART. Overall, still a large percentage of people do not accept their objectives wholly.

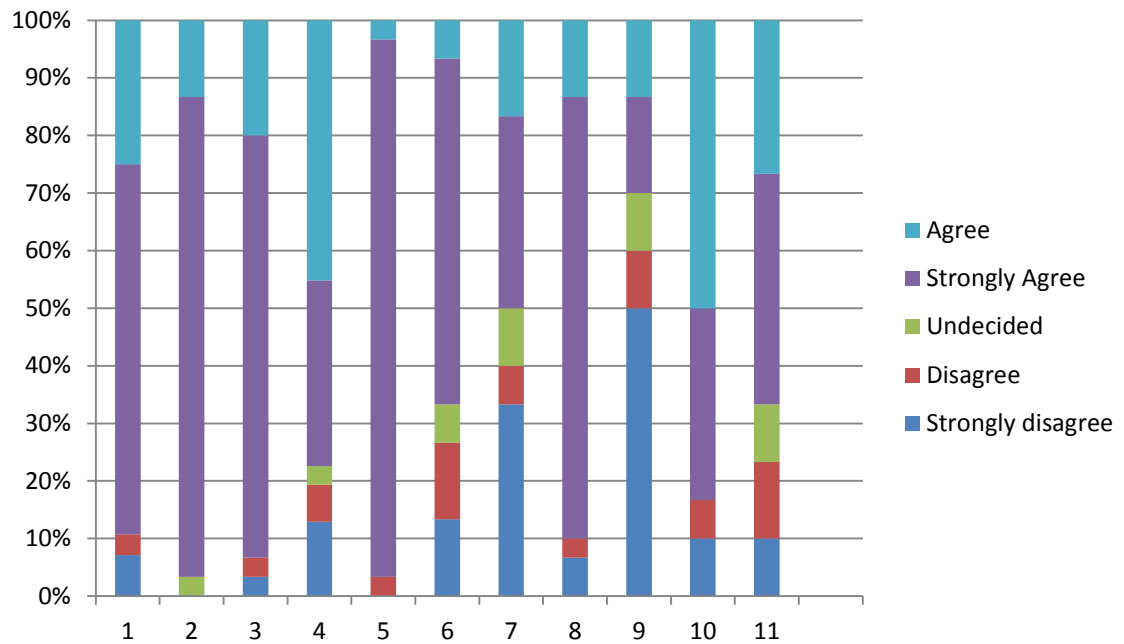
**Are your pay, benefits, and promotion opportunities based on your performance rating?**



*Figure 14: Are your pay, benefits, and promotion opportunities based on your performance rating?*

To most respondents, remuneration is influenced by ratings in PA. It is argued that performance-pay scheme has a positive influence on individual effort. As a result, it increases organizational outcomes (Prowse and Prowse, 2009). However, as the system tries to achieve both developmental and evaluative purposes, linking appraisals with payment diminishes the effectiveness of the system, because subordinates are reluctant to open up about their weaknesses and problems, and also managers tend to give inflated rates.

## How do you feel about the PA as a Ratee?



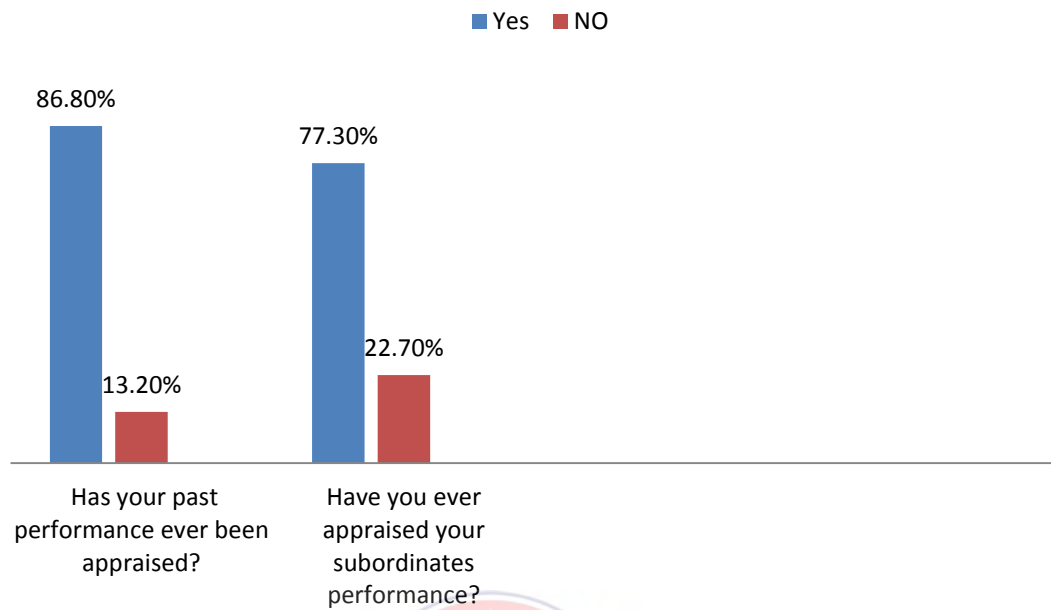
**Figure 15: How do you feel about the PA as a Ratee?**

1. I take greater understanding of the results expected of me.
2. I receive specific and accurate feedback from my manager on my past performance.
3. It lets me gain more knowledge about my strengths and weaknesses which helps me to develop a plan to improve my performance.
4. Feedback is used for developing individual development program.
5. It lets me know where I stand
6. It gives me an opportunity to discuss my work problems and opportunity.
7. I feel more motivated after performance review.
8. All the information obtained from PA is confidential.
9. It improves my relationship with my manager.
10. I feel that the time spent on PA is worthwhile.
11. It is highly a subjective process and lacks transparency.

The result shows that to managers, PA is conducted more effectively as opposed to subordinates, who think otherwise. Yet, many shortages are indicated in the system. For example, many subordinates presumed that the feedback given them is not enough, and a lack of feedback and coaching results in disengaging from work, considering alternative employment, lower productivity/motivation and unconstructive relationship between manager and subordinate. 75% of them did not feel motivated after the appraisal, and 40% of them stated that the system lacks objectivity and transparency. 62% of managers involved in the survey did not think the system helps to improve the relationship between them and their subordinates. Three quarter of them did not believe the data collected through the review process stay confidential. Only half of them were sure that the time spent on the review process was worthwhile.

On the other hand, the majority of subordinates claimed that the system helps them to develop their development program. This benefit increases their motivation to participate in the process honestly. Most of the subordinates stated that they are given the chance to discuss their work, allowing the ratee to indicate that his/her work increases his/her satisfaction with the system. A manager or superior should feel more obligated to conduct the proper appraisal procedures, as the proper practice indicates top-management support for the appraisal system. In addition, managers are motivated if their superiors conduct effective evaluation of their work.

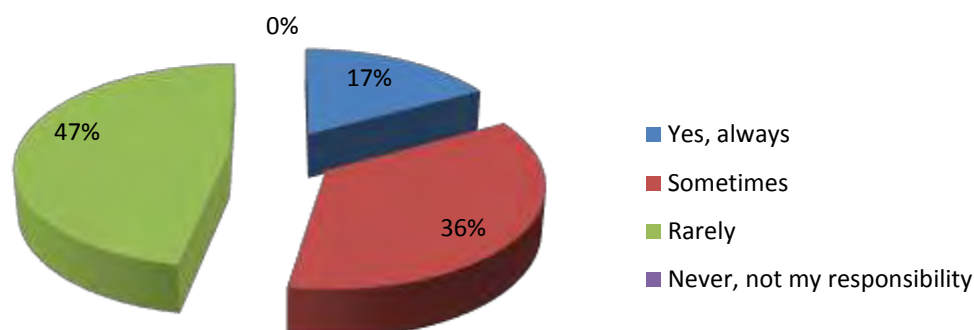
**Supervisors’ responses to some specific questions directed to them ONLY in the survey.**



***Figure 16: Supervisors’ responses to some specific questions directed to them ONLY in the survey.***

A total of 30 supervisors participated in the survey. 86.8% of them indicated their work has never been appraised, while 77.3% clearly that they have appraised their subordinates’ performance before.

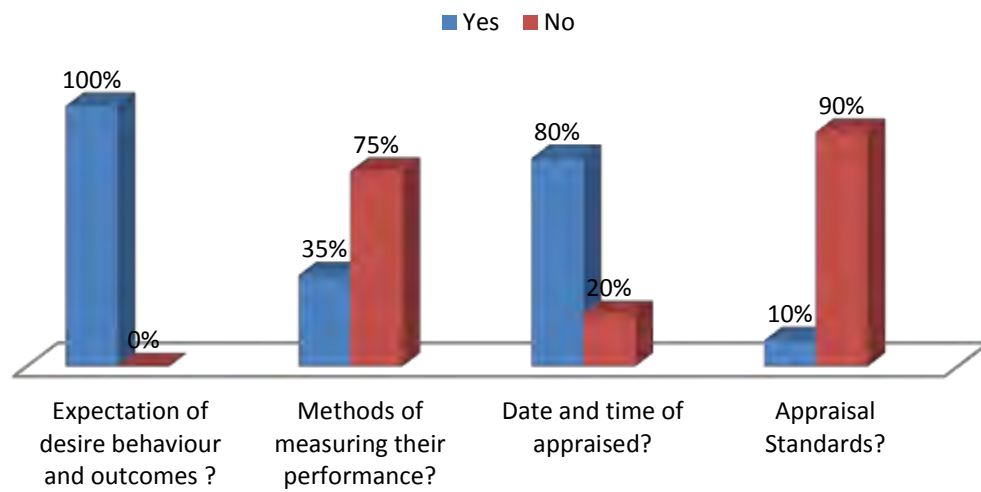
**Review of job description and responsibilities of subordinates and renewing them, if necessary, at the beginning of PA periods**



***Figure 17: Review of job description and responsibilities of subordinates and renewing them if necessary, at the beginning of PA periods?***

Managers must be familiar with their subordinates' job description and responsibilities, thus, the need to review them often, especially at the start of PA period. If an appraisal form does not clearly state subordinates important activities and responsibilities, they receive wrong messages, guessing that these aspects of the work are not important. Hence they should not pay much attention. Also, they may have the impression that the system is worthless. As a result, he/she may diminish his/her contributions to the organisation. This is a very bad attitude, especially to the extent that the hospital might fail to accomplish its mission.

## At the beginning of the PA cycle, do you consult with your subordinates on:



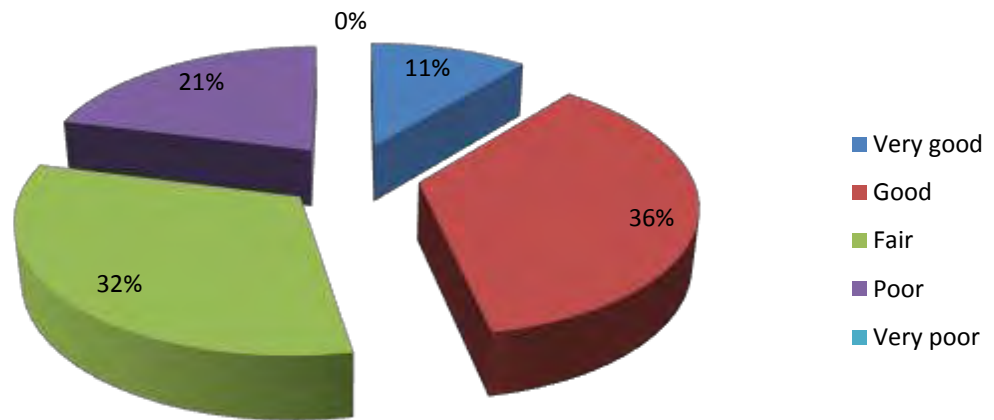
**Figure 18: At the beginning of the PA cycle: consultation with subordinates**

The results illustrate that subordinates are consulted on the expectations of their desired behaviour and outcomes, and date and time to be appraised by their managers. However, it appears the majority of managers do not discuss with their subordinates methods of measuring their work outcomes and appraisal standards. As earlier stated, involvement of subordinates at the every stage of their work increases their sense of ownership, and collaboration.

Further, the transparent procedure of the system boosts subordinates and manager's motivation to be involved in the appraisal process as well. Consequently, every effort should be made by managers to increase subordinates' roles and involvement in the crucial PA process. Obviously the current PA system is not clear enough for subordinates of the hospital to be seriously involved.



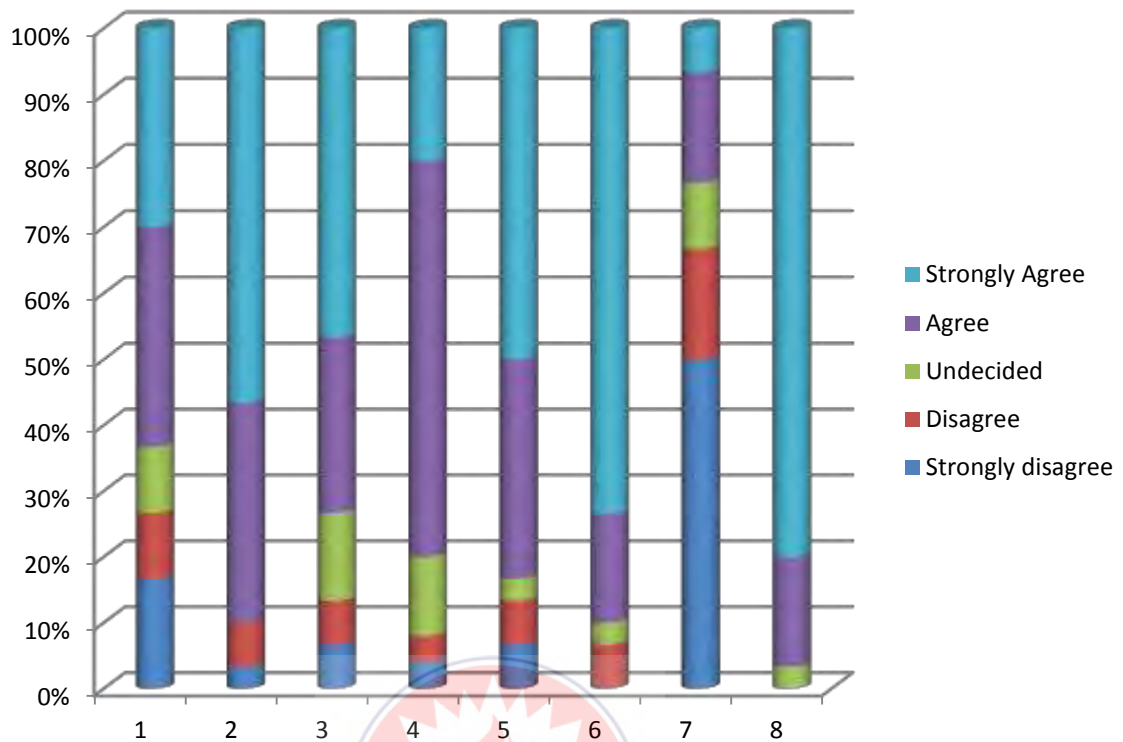
## How do you feel about your skills in conducting PA?



***Figure 19: Managers' Skill Judgement in Conducting PA***

More than half of the managers who participated in the survey admitted that they are deficient in skills, which are required to carry out performance review. Not surprisingly subordinates' perception of their managers indicated that the managers are skill-deficient. This situation tends to increase the subjectivity in the evaluation discrediting the system's value among subordinates.

## How do you feel about the PA system as a Rater?

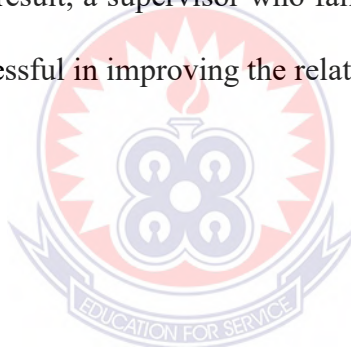


*Figure 20: Raters' Feeling about the PA System*

1. It enables me to improve the relationship with my subordinates.
2. It enables me to increase my subordinate's motivation by managing them individually and closely.
3. It enables me to increase my subordinates' performance
4. It gives me an opportunity to reprioritize targets
5. It enables me to inform my subordinates' about what they stand for.
6. It enables my staff to share their opinions about their work problems and opportunities
7. It helps me to direct my subordinates to set and achieve their work priorities.
8. It helps me to connect individuals and team goals with departmental and organizational goals.

Based on the above-stated statements, it can be said that the supervisors benefit more from the system than the subordinates. The majority of supervisors assume that they increase subordinates' motivation and performance through PA, but most of them think it does not affect their relationship with their subordinates. Almost 90% of the managers claimed that the process enables them to interact with their subordinates by listening to their opinions, but interacting with them only at annual review meetings is not enough.

Providing feedback, coaching, and sharing their opinions should be an ongoing process. According to Nelson (2000), employees do not like surprises preferring constant feedback. As a result, a supervisor who fails to provide constant feedback is more likely to be unsuccessful in improving the relationship with his/her subordinates.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION

#### 5.0 Introduction

The Wenchi Methodist Hospital has, as part of its human-resources management function, a procedure for evaluating staff performance. This is based on the standardized Civil Service forms and processes for conducting staff performance appraisals.

#### 5.1 Summary

The performance of staff of Wenchi Methodist Hospital is supposed to be appraised annually by their “In-Charges,” and the reports prepared and forwarded to the Medical Director for onward submission to the Chief Executive Officer for the necessary actions. However, the performance appraisal of staff is not regular. It is not all staff who are appraised yearly. Even in cases where staff’s performances are appraised, the appraisal has had little or no relation with subordinate’s actual performance. Appraisal has been based on qualities that have no direct impact on performance outcomes.

Besides, supervisors hardly go through the appraisal process with subordinates. This is partly due to the fact that appraisers and appraisees do not attach the needed importance to the process of performance appraisal.

## 5.2 Findings

The study brought to the fore the following findings:

1. The appraisers/supervisors were generally not objective in the appraisal of their subordinates. This was evident in the statement that performance standards were not established, and the criteria for assessing the performance were not also determined before the start of the appraisal period.
2. The findings revealed several potential impediments that are limiting the effectiveness of the system. One of them is that the organization aims to achieve a number of objectives at the same time, which terribly conflicts with each other and downgrades the usefulness of the system dramatically.
3. The responses indicated that managers hold a more positive view of the PA system than subordinates. This result confirms the findings of Longenecker et al. (1988) and Lawler et al. (1984). Specifically, Longenecker et al. (1988) argued that the reason is the system obligates managers to communicate with subordinates and encourage them to enhance their performance. When the process is complete, managers tend to sense one of their responsibilities is also completed which affects their view.
4. The results of the performance-appraisal process were not used in taking key decisions that were directly related to the work of staff. This made subordinates and supervisors develop a lukewarm attitude towards the whole exercise of appraisal.
5. Most of the appraisees/subordinates never received feedback from the appraisers/supervisors on their performance. This made it impossible to know which gains they should build on and their weaknesses that needed to be addressed.

### 5.3 Recommendations

From the above discussion, it is important that Wenchi Methodist Hospital review its current performance appraisal in order for it to achieve its intended purpose. The following recommendations are, therefore, made for consideration to improve the appraisal process:

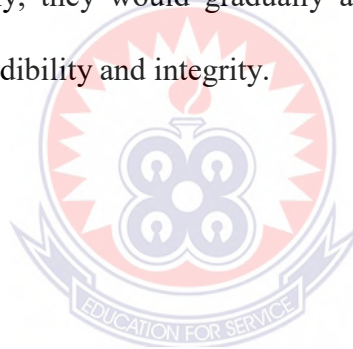
1. At the beginning of the appraisal period, realistic performance targets must be set for all employees.
2. Performance targets/objectives should be mutually set by appraisers and appraisees.
3. Appraisers should always inform appraisees of the criteria for assessing their performance in advance.
4. Staff performance should be appraised regularly and at short intervals, at least twice in a year. This will enable management to detect and take corrective action on poor performance in good time.
5. Appraisers should endeavor to review their subordinates' performance with them. The review should be based on performance-related outcomes recorded during the appraisal period.
6. Feedback should be given within fourteen (14) days after the performance appraisal of staff.
7. Performance-related decisions such as promotion, training, and salary increase should be based largely on the appraisal results.

#### **5.4 Conclusion**

The study brought to the fore the above-stated findings, which, to a large extent, will help the Ghana Health Service and, for that matter, Wenchi Methodist Hospital, enabling the latter to improve upon its performance- appraisal processes.

#### **5.5 Further Research Needs**

Notwithstanding these findings, further research needs to be conducted in the area of tying rewards to the performance appraisal of staff as well as its impact on the whole process. The findings and results of such studies would tremendously assist organisations, such as Wenchi Methodist Hospital, etc, improve subordinates' productivity. Additionally, they would gradually add to the importance of the PA system, enhancing its credibility and integrity.



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## APPENDIX A

### QUESTIONNAIRE FOR METHODIST HOSPITAL, WENCHI

**NOTE: THIS RESEARCH IS SOLELY FOR ACADEMIC PURPOSES.** This questionnaire is an attempt to help us evaluate the PA situation in the hospital. Please be specific and answer the questions as accurately as you can.

Please avoid discussing any part of this questionnaire with your fellow workers before you fill it. We are interested in your personal viewpoints. Please be assured that your views would be treated confidentially. It will take about 20 minutes of your time to do so.

#### Questionnaire for the Employees

1. Length of employment at the Hospital:  
 0-4 year  5-9 years  10-19 years  20 years or longer
2. Your age group:  
 Under 25  25-34  35-44  45 and above
3. Are you :  Male  Female ?
4. Have you ever had your performance in the Methodist Hospital reviewed?  
 Yes  No
5. If yes, when did you have your performance reviewed the last time?  
 Within the last 12 months  Other (please, specify).....
6. How often is appraisal carried out in your Unit?  
 Every 6 months  Every 12 months  Other (please, specify)
7. In your opinion, what does the hospital strive to achieve through PA process  
(Please tick  as many boxes as you want)  
 To determine training and development needs  
 To determine upgrading and promotion

- To determine payments and similar rewards
- To review performance
- To set targets for future performance
- To provide basis for disciplinary actions
- Other (please, specify)

8. At the beginning of the PA cycle, were you consulted on:

- a. Expectations of desired behaviour and outcomes?  Yes  No
- b. Method of measuring your performance?  Yes  No
- c. Date and time to be appraisal  Yes  No
- d. Appraisal standards?  Yes  No

9. Do you agree that it is necessary to conduct a performance appraisal?

- I fully agree  I partially agree  I disagree  I don't know

10. Please indicate how you feel about PA, (Please tick  one of five answers of each statement)

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

STATEMENTS	1	2	3	4	5
I take greater understanding of the results expected of me.					
I receive specific and accurate feedback from my manager on my past performance.					
The process provides more knowledge about my strengths and weaknesses, helping me to develop a realistic plan to improve my performance.					
Feedback is used for realising individual development program.					
The process enables me to know how productive I am					
It gives me an opportunity to discuss my work problems and opportunities.					
I feel more motivated after PA					

All the information obtained from PA is confidential.					
It improves the relationship with my manager and fellow workers					
I feel that the time spent on PA is worthwhile.					
I highly feel the process is subjective and lacks transparency.					

11. Are you involved in the process of setting objectives of and targets for your future performance?  Yes  No

12. How do you feel about the objectives of and targets for your future performance?

Tick as many as you can:

- I am satisfied as they are challenging but fair.
- I am satisfied, and they are easy to achieve.
- I am neither satisfied nor dissatisfied, but I will try to accomplish them anyway.
- I am not satisfied though they are too hard to achieve.
- I am not satisfied because they are impossible to achieve.

13. Are your pay, benefits, and promotion opportunities based on your performance ratings?

- Yes  No  I don't know

14. What do you think of your supervisor as an appraiser?

1. Strongly agree 2. Agreed 3. Undecided 4. Disagree 5. Strongly disagree

STATEMENTS	1	2	3	4	5
My supervisor treats every subordinate fairly.					
My supervisor is open and honest in performance reviews.					
My supervisor handles PA in a consistent and professional manner.					
My supervisor is fully skilled/ trained to conduct PA.					
My supervisor always listens to my opinion about work.					

My supervisor is very supportive.					
I receive informal feedback often all year around.					

Any comments?

Thanks very much for the time and cooperation!!!



## APPENDIX B

### QUESTIONNAIRE FOR METHODIST HOSPITAL, WENCHI

**NOTE: THIS RESEARCH IS SOLELY FOR ACADEMIC PURPOSES.** This questionnaire is an attempt to help us evaluate the performance appraisal situation in the hospital. Please be specific and answer the questions as accurately as you can.

Please avoid discussing any part of this questionnaire with your fellow workers before you complete it. We are interested in your personal viewpoints. Please be assured that your views would be treated confidentially. It will take about 20 minutes of your time to do so.

#### Questionnaire for the Supervisors

Please tick  the appropriate box.

1. Length of employment at the Hospital:

0-4 year  5-9 years  10-19 years  20 years or longer

2. Your age group:

Under 25  25-34  35-44  45 and above

3. Are you:  Male  Female ?

4. Has your past performance in the Hospital ever been evaluated?

Yes  No

5. Have you ever appraised your subordinates past performance in the hospital?

Yes  No

6. If you answer yes on Q4 or Q5, when was the last time you were involved in the

PA process

Within the last 12 months  Other (please, specify)

7. How often is appraisal carried out in your unit?

Every 6 months  Every 12 months  Other (please, specify)

8. Do you agree that the purpose of the hospital strives to achieve through PA are very clear?

- I fully agree  I partially agree  I disagree  I don't know

9. In your opinion, what does your organization strive to achieve through PR?

(Please tick  as many boxes as you want)

- To determine training and development needs
- To determine upgrading and promotion
- To determine payment and rewards
- To review performance
- To set targets for future performance
- To provide basis for disciplinary actions
- Other (please, specify)

10. Do you review job description and responsibilities of your subordinates and renew them, if necessary, at the beginning of PA period.

- Yes, always  Sometimes  Rarely  Never, not my responsibility

11. At the beginning of the PA cycle, do you consult your subordinates on:

- a. Expectations of desired behaviour and outcomes  Yes  No
- b. Method of measuring your performance  Yes  No
- c. Date and time to be appraised  Yes  No
- d. Being appraised against what  Yes  No

12. Do you agree that it is necessary to conduct performance appraisal

- I fully agree  I partially agree  I disagree  I don't know



13. Please indicate how you feel about PA as a rate (Please tick  one of five answers of each statement)

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

STATEMENTS	1	2	3	4	5
I take greater understanding of the results expected of me.					
I receive specific and accurate feedback from my manager on my past performance.					
It lets me gain more knowledge about my strengths and weaknesses, which helps me to develop a plan to improve my performance.					
Feedback is used for developing individual development program.					
It lets me know where I stand about.					
Gives me an opportunity to discuss my work problems and opportunity.					
I feel more motivated after performance review.					
All the information obtained from PA is confidential.					
It improves the relationship with my manager.					
I feel that the time spent on PA is worthwhile.					
It is a highly subjective process and lacks transparency.					

14. Please indicate how you feel about PA as a rater? (Please tick  one of five answers of each statement)

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

STATEMENT	1	2	3	4	5
It enables me to improve relationship with my subordinates.					
It enables me to increase my subordinates' motivation, by managing them individually and closely.					
It enables me to increase subordinates' performance.					
It gives me an opportunity to re-prioritise targets.					
It enables me to inform where my staffs stand about.					
It enables my staffs share their opinions about their work problems and opportunity.					
It helps me to focus my subordinates on the priority.					
It helps me to connect individual and team goals with unit and the Hospital's objectives.					

15. Are you trained on how to conduct performance appraisals?

Yes  No

16. How do you feel about your skills on conducting performance appraisals?

Very good  Good  Fair  Poor  Very poor

17. Are you involved in the process of setting objectives and targets of your future performance?

Yes  No

18. How do you feel about the set objectives and targets for your future performance?

- I am satisfied and they are challenging but fair.
- I am satisfied and they are easy to achieve.
- I am neither satisfied nor dissatisfied, but I will try to accomplish them anyway.
- I am not satisfied, and they are too hard to achieve.
- I am not satisfied, and they are impossible to achieve.

19. Is your pay, benefit, and promotion opportunity based on your performance ratings?

- Yes  No  I don't know

20. What do you think of your manager as an appraiser?

1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree

Statement	1	2	3	4	5
My manager treats employees fairly.					
My manager is open and honest in performance appraisals with appraises.					
My manager handles PA in a consistent and professional manner.					
My manager is fully skilled/ trained to conduct PA.					
My manager always listens to my opinion about work.					
My manager is very supportive.					
I receive informal feedback often all year around.					

Any comments?

Thanks for your cooperation!