

**EFFECTIVE PERFORMANCE APPRAISAL SYSTEMS IN THE PUBLIC  
SECTOR: THE CASE OF THE CYPRUS TOURISM ORGANISATION**

**A PROJECT SUBMITTED TO MIDDLESEX UNIVERSITY IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF PROFESSIONAL STUDIES (PERFORMANCE APPRAISALS)**

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## **EXECUTIVE SUMMARY**

The project's research aim was the assessment of the effectiveness of the current performance appraisal system (PAS) of the Cyprus Tourism Organisation (CTO) in relation to the enhancement of individual and organisational performance and the project's outcome was the production of suitable recommendations for the attention of the Board of Directors, the Management and the Trade Unions. The recommendations will assist CTO in changing the current PAS for purposes of enhancing individual and organisational performance i.e. the introduction of an effective PAS at CTO. The change of the current PAS was explored and it is feasible because the inhibitors of change can be mitigated. Through the implementation of the project's recommendations, the stakeholders will benefit since the recommended effective PAS will transform the culture and enhance the employees' and CTO's performance and that will reflect on tourism and the economy of Cyprus. The enhancement of performance and the added value at all levels are particularly important and relevant in today's economic climate. Through the availability of the project to the academic and practitioner community, other researchers and similar organisations (e.g. the government and public sector organisations in Cyprus) will benefit since they will have the opportunity to refer to the project and borrow ideas and conduct further research and extend existing knowledge. The project can be considered as an original contribution to the knowledge and practice of performance appraisals because it is unique (a type of research that nobody else conducted before).

The research approach that was used was that of the case study. The project was a qualitative study (in depth analysis and understanding) and the research techniques that were used were the following: literature, studies of the government and other public sector organisations in Cyprus, organisational documentation-regulations of the current PAS, insider/practitioner-researcher perspective, interviews, questionnaire (the opinion of the CTO employees was obtained through the interviews and questionnaire). The information that was collected from the above sources (triangulation) was analysed both quantitatively and qualitatively.

It was concluded that the performance appraisals were not employed as they should under the current PAS (both inherent and implementation weaknesses). Most of the participants believed that the current PAS was ineffective as it did not enhance their performance, motivation, job satisfaction, ownership, responsibility or commitment and it needed to change. Most of the participants believed in the factors of an effective PAS. Most of the participants believed that the main factors of an effective PAS (feedback, participation, goals) were not present under the current PAS. In consequence, the absence of the above factors (ineffective PAS) has not led to the enhancement of most of the participants' performance.

The features of the recommended PAS are the following:

- Introduction of the goals method for purposes of assessing performance (the goals will be jointly set and agreed, "smart", consistent with the organisational goals and revised when necessary).
- Measurement of performance against the goals through fact-based evidence.
- Assessment of performance by suitable appraisers (their selection will be determined by the tasks and position of each appraisee).

- Examination of appeals by other independent persons only (senior employees who will be educated and trained) who will ratify or amend the performance assessments conducted by the appraisers.
- Introduction of the rating scales and 360 degree feedback methods (in combination) for purposes of development. The selection of the most suitable 360 degree feedback respondents (superiors, subordinates, peers, business associates) will be determined by the tasks and position of each appraisee. The usefulness of the rating scales method can be maximised through the following: sufficient scale, explanation of the scale, development of the assessment criteria according to the job requirements of each position and assignment of weights according to the significance of the criteria, specific, clearly defined and explained criteria, justification of the ratings with examples.
- Participation of the appraisees in their performance and development assessments through self-assessment.
- Consideration and discussion of the assessment results of the performance and development methods during the appraisal interview for purposes of drafting an agreed action plan in relation to the appraisees' performance improvement and further development.
- Introduction of a formal and informal feedback mechanism. The informal feedback mechanism (on a continuous basis) will consist of the following: communication, coaching, monitoring of performance. The formal feedback mechanism (once or twice a year) will consist of the following: assessments for purposes of performance and development, appraisal interview, agreed action plan for the future.
- Education and training of the appraisers and the appraisees for purposes of implementing the formal and informal feedback mechanisms.
- Computerisation of the recommended PAS for purposes of administering the system more effectively and efficiently.
- The recommended PAS will be linked to a new reward system but the two systems will be separate. The features of the new reward system will be the following: the rewards will be based on the appraisees' performance (performance assessments under the recommended PAS), the rewards will not be awarded at the same time as the assessments of performance, provision of non-monetary rewards to all the appraisees who will meet their performance targets, provision of monetary rewards to the appraisees with the highest performance (ranking).
- Monitoring and evaluation of the recommended PAS (as well as the new reward system) by the Management, the employees (appraisers and appraisees) and the Trade Unions on an ongoing basis and making amendments if necessary.



## CHAPTER 1: INTRODUCTION

Performance appraisal has always been an exciting subject for both academics and practitioners and in the last years it has been a field with growing interest especially in light of the recognition that it plays an important role in the improvement of performance of both individuals and organisations.

According to Thompson et al (1999), performance appraisals are used as a strategic performance management tool and they give managers greater flexibility in securing enhanced performance from their staff. According to the CIPD (2007), performance appraisal is a tool of performance management for reviewing past performance and for planning future development and improvement of individual performance and in consequence organisational performance. Bacal/Drucker (2007) mention that performance appraisal, through the practice of management by objectives, can be used for improving organisational performance through the transformation of organisational goals into personal goals. Heskett (2006) explains that appraisals should lead to better organisational results and the employees' efforts should contribute to the team and the organisational goals as well as the personal development goals which should fit strategically with the overall organisational goals. According to Schuler and Jackson (1996), performance appraisals are used for maximising performance.

In the last years, the public sector in many countries has gone through many structural and operational changes in order to become more efficient, productive, effective and transparent and in that effort a lot of public sector organisations have reconsidered and amended their performance appraisal systems (PAS). Examples of such an activity are usually seen in schools, libraries, hospitals and administrative departments (Langlois and McAdams (1992), Tessmer (1993), Belcastro (1998), Thompson et al (1999), Faizal (2005), Lima and Naumann (2007), Nykodym (1996)).

In many organisations (public or private) there is a need to change the appraisal system with a view to improve individual and organisational performance. This specific need is also applicable to the Cyprus Tourism Organisation (CTO), a public sector organisation based in Cyprus, but until today no specific initiatives have been taken towards that direction (see chapter 6 for more details). One of the reasons for considering a possible amendment of the CTO appraisal system was the initiatives taken by the civil service (the central government) for changing its own appraisal system. The central government has carried out a couple of studies regarding the matter but the findings of those studies have not been published or circulated to the government employees and until today none of the changes recommended by the studies have been implemented (more details about the government's initiatives are found in chapter 4: "review and analysis of the regulations of the current PAS-organisational documentation"). As such, CTO has not proceeded to any initiatives for changing its own appraisal system and it appears that the matter will remain dormant for some time until the government does something about its own appraisal system (it is customary but not compulsory for public sector organisations in Cyprus to adopt similar rules and procedures as those of the civil service).

At CTO (see appendices 2, 3, 4 and 5 for the organisational background and structures respectively), there is not any official personnel or performance appraisal strategy

which is in place but only some basic procedural rules (same as those followed in the civil service) which are followed when conducting performance appraisals (e.g. timing and frequency of appraisals, members of appraisal committees, right of appeal, etc.-see appendix 6 for the actual regulations of the PAS). According to Mikellidou (2009), it is expected for organisations in the public sector not to have a written human resource strategy because the management of human resources in the public sector is governed by legislation and regulations instead of strategies (unlike some organisations in the private sector which have a written human resource strategy; the percentage of such organisations is not high and this is an evidence that the written human resource strategy is not considered important by both the private and public sector organisations in Cyprus).

The above phenomenon indicates that there is no mechanism by which the personnel and performance appraisal strategy can be linked to the overall organisational strategy (as well as goals and mission) and hence performance appraisals cannot be effectively used for monitoring individual performance against organisational performance (i.e. the appraisals are governed by regulations which were adopted a long time ago and therefore they are not consistent with the organisational strategy which changes on a frequent basis). Therefore, the current appraisal system of CTO does not serve its purpose in relation to improving organisational performance. Resources should not be wasted in operating a system which does not produce real benefits or value; since the system will continue operating, it is preferable to find ways to use it for the best and to the maximum advantage as anything worth doing is worth doing it well. It needs to change and become a tool for enhancing individual performance in line with organisational performance (e.g. employees becoming committed to the organisational goals; something which is not easily achieved in the civil service and in public sector organisations like CTO) so that CTO can operate productively, speedily and effectively in a demanding and fast changing environment such as tourism.

Bearing in mind the above, the aim of the project is the following: “To consider what would constitute an effective performance appraisal system (PAS) at the Cyprus Tourism Organisation (CTO)”. The project findings (see chapter 7) enable me to assess the effectiveness of the PAS in relation to organisational performance and reach certain conclusions. Based on this assessment, I produce suitable recommendations (project outcome)(see chapter 8) for the attention of the Board of Directors, the Management and the Trade Unions of CTO so that the PAS is changed and transformed into a system which will enhance individual and organisational performance. In addition to the main project outcome of “recommendations” above, the project findings, conclusions and recommendations will be made available for the benefit of the academic community (a copy of the project will be placed at the library of the university) and there is also an evaluation of how my research skills have developed during the execution of the project (see chapter 9).

My previous studies and work experience (previous and current) have taught me about the importance of the human factor at work and how that needs to be developed and harnessed so as to use it towards the achievement of organisational goals. The subject of performance appraisals and its importance is always stressed when someone has to deal with issues of human resource management and how that is linked to the exercise of effective leadership so as to maximise the performance of employees and achieve organisational objectives. With this project I am given the

opportunity to carry out an in depth study on a leadership aspect such as performance appraisal and find out how can this leadership aspect be put into effect so as to obtain the benefits that are expected to accrue from it.

Due to my position as the chief accountant of CTO, I have had the opportunity to deal with performance appraisals since I have to assess (together with my immediate superior) the 25 employees who are under my supervision. I have had the opportunity to experience the appraisal process of CTO both from the capacity of the appraiser and the appraisee and I have seen how the weaknesses of an appraisal system can influence the performance of an individual. My work experience has made me realise of the importance of an individual's contribution or performance towards the successful completion of a project or the achievement of a common goal and the necessity of the effort and skills that I have to exercise during this process (e.g. persuasion, coaching, empowerment, continuous communication and monitoring).

All the above have led me to conclude that performance appraisals can be used as a tool for enhancing individual and organisational performance as long as the appraisals are used in an effective manner. However, this conclusion raises the following question: what does an "effective manner" mean? There is no easy or straightforward answer to this question (each situation is different) as the matter needs to be studied further (contextual applicability). Therefore, in order to answer this question for the case of CTO proper research has to be carried out and I have tried to do that through this research project. In consequence, I have managed to find ways to eliminate the weaknesses of the current performance appraisal system of CTO so as to improve the performance and utilise the potential of both my colleagues and myself.

With the implementation of the project's recommendations (see earlier), the relevant stakeholders (the employees of CTO including myself, CTO, Cyprus economy) will benefit since the employees' enhanced performance (higher productivity and effectiveness, meeting individual needs of learning, development, job satisfaction, career progression etc.) will improve the overall CTO performance (more effective and efficient use of resources, meeting the mission and goals more effectively) and that will reflect on tourism (which has been declining in the last few years) and the Cyprus economy in general. In the long term, all of the above will also bring about (indirectly) a change in the culture of CTO (without forcing the employees to change) e.g. the employees will improve their performance through effective performance appraisals as they will learn to plan, provide feedback, be proactive, communicate continuously, etc. (practices which are not carried out at the moment).

I believe it is a unique project as I am given the opportunity to inform my colleagues, my organisation, other similar organisations and in general the academic community with a type of research (effective performance appraisals at CTO) that nobody else carried out in the past. It is important to mention that, from my research so far and my contacts with the Cyprus Human Resource Association, it appears that in Cyprus the subject of performance appraisals has been hardly researched by academics or practitioners. In this respect, the project can be considered as an original contribution to the knowledge and practice of performance appraisals; other similar organisations could refer to it and borrow ideas from it and other researchers could build further research on it and extend existing knowledge.

The research is sustainable and social (beneficial to those mentioned above) and the economic implications (financial gains indicated above) have been explored and they work in harmony and in general the needs of the stakeholders are met.

I believe that there is never an end to learning and through the project I feel more knowledgeable and fulfilled because I have an enquiring mind and I enjoy learning. That is one of the reasons that I keep engaging myself with major formal studies such as the DProf programme. I believe that the project is benefiting me personally, by developing my professionalism further and by helping me to be more effective with my work from the capacity of both the appraiser and the appraisee. The enhanced personal effectiveness will inevitably improve organisational effectiveness. This will eventually give me the opportunity to move to more senior and challenging positions so as to fulfill my career aspirations.

I am pursuing the subject of performance appraisals not only because I want to solve the problems of the performance appraisal system of CTO, but also because I find the subject important and challenging (through effective performance appraisals organisational change can be achieved and organisational performance can be enhanced). The field of performance appraisals is still developing and I would like through the project to share with the research world the ideas and knowledge that emerge. In this way, I am given the opportunity to offer something to the society I live in and that definitely fulfils my self-actualisation needs. This is the most important source of my personal motivation and commitment to the DProf programme.

For purposes of facilitating the reader, the summary of this chapter is presented in the form of the following table.

Practitioner-Researcher and Context (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)

Practitioner-Researcher:

-previous studies/work experience in relation to the significance of performance appraisals and leadership (enhancement of performance)  
-position at CTO (chief accountant) and experience about the PAS of CTO from the capacity of the appraiser and the appraisee (weaknesses of the PAS and significance of certain factors that enhance performance)  
-advantages and challenges that the practitioner-researcher has during the research  
-experience and opinion about the performance appraisals and situation (the effective appraisals enhance performance, the effectiveness depends on the situation)  
-reasons/benefits for conducting the research project from the practitioner and researcher perspective: enhancement of performance through the elimination of the weaknesses of the PAS of CTO (an effective PAS), the stakeholders benefit through the enhancement of performance, learning and development of personal qualities, development of research skills, availability of the project to the academic community, contribution to the society and fulfilment of self-actualisation needs, uniqueness of the project with a type of research that nobody else carried out in the past, original contribution to the knowledge and practice of performance appraisals through the uniqueness of the project, other organisations and researchers could refer to the project and borrow ideas from it and they could conduct further research and extend existing knowledge.

Context (Organisational, National, Global):

-need for changing the current PAS of CTO (and the government/public sector in Cyprus)

- feasibility of change and the Cypriot culture e.g. the cultural characteristic of interpersonal relationships which is present in small communities such as Cyprus
- no connection between the human resources strategy (inc. the PAS) and the organisational strategy (inc. performance) of CTO (and the government/ public sector in Cyprus)
- need for a PAS which will be used for performance and not for salaries (for CTO and the government/ public sector in Cyprus)
- practitioner-researcher experience and opinion about the performance appraisals and situation (see above)
- significance of the performance appraisals in relation to performance
- change of the PAS in the public sector in other countries for purposes of improving performance
- how the context influenced the aim and outcome of the project.

The issues of the practitioner-researcher and the context are discussed in more detail in the rest of the chapters. A detailed discussion of these issues in this chapter was not considered to be necessary as this is only the introduction chapter.

The issue of the practitioner-researcher is discussed in the following chapters:

- chapter 2: performance appraisals, leadership and situation, practitioner benefits, researcher benefits
- chapter 3: performance appraisals and situation
- chapter 4: my position at CTO and my experience about the PAS of CTO
- chapter 5: my position at CTO and my experience about the PAS of CTO, advantages and challenges of the practitioner-researcher
- chapter 6: my position at CTO and my experience about the PAS of CTO
- chapter 8: performance appraisals and situation, practitioner benefits, researcher benefits
- chapter 9: advantages and challenges of the practitioner-researcher, practitioner benefits, researcher benefits.

The issue of the organisational, national and global context is discussed in the following chapters:

- chapter 2: need for changing the current PAS of CTO and the government/public sector in Cyprus, no connection between the human resources strategy (inc. the PAS) and the organisational strategy (inc. performance) of CTO and the government/public sector in Cyprus, performance appraisals and situation, a PAS for performance and not for salaries in the case of CTO and the government/public sector in Cyprus, how the context influenced the aim and outcome of the project
- chapter 3: significance of the performance appraisals in relation to performance, change of the PAS in the public sector in other countries for purposes of improving performance, performance appraisals and situation, a PAS for performance and not for salaries in the case of CTO and the government/public sector in Cyprus
- chapter 4: need for changing the current PAS of CTO and the government/public sector in Cyprus, a PAS for performance and not for salaries in the case of CTO and the government/public sector in Cyprus
- chapter 6: need for changing the current PAS of CTO
- chapter 7: feasibility of change and the Cypriot culture
- chapter 8: feasibility of change and the Cypriot culture.

## **CHAPTER 2: TERMS OF REFERENCE/OBJECTIVES**

### **2.1 - Introduction**

The indication made in chapter 1, regarding the current performance appraisal system (PAS) of the Cyprus Tourism Organisation (CTO) which is problematic, is also shared by the CTO employees who do not like the way performance appraisals are conducted. Most of my colleagues believe that the PAS needs to change in a way that it will be beneficial for both the organisation and its employees.

There is not just one particular problematic aspect in the way that performance appraisals are conducted so that someone could concentrate on in isolation and fix easily. The whole process is problematic and because of that the project aims at arriving at a set of recommendations of how the overall appraisal process should be (holistic approach) so as to enhance individual and organisational performance. Besides, individual and organisational performance can be influenced in many ways and to that effect many aspects of the PAS may need to change so that it becomes very difficult to concentrate on just one aspect. In addition, the different PAS aspects are interrelated and interdependent (see chapter 3: “literature review and analysis”) and a researcher cannot study one of the aspects without examining the rest. Therefore, the project does not concentrate on a particular aspect of the appraisal process or a particular group of employees or department. The latter would restrict the size, breadth and statistical significance of the project (see chapter 5: “methodology”) and the findings’ applicability to other similar settings and organisations because the current departments or groups of employees are not big enough (the total number of permanent employees who are appraised under the current PAS is only around 200). Besides, if more research participants are involved, the findings and conclusions of the project become more reliable and valid as the findings and conclusions are supported by a significant number of participants. In the future, it will be possible and easier for other researchers to concentrate on and carry out research on a particular problematic aspect of the PAS of CTO or other similar organisations since the findings of my research project explain the problematic aspects, their extent and their effect. In the case of my project, this is not possible because nobody else has carried out any research on performance appraisals at CTO before and therefore my project has to start from somewhere by examining the whole system.

Through the project, the effectiveness of the current PAS of CTO in relation to individual and organisational performance is examined and a set of suitable and practical recommendations are given so as to change the system where appropriate.

### **2.2 - Project Aim**

The aim of the project is the following: “To consider what would constitute an effective performance appraisal system (PAS) at the Cyprus Tourism Organisation (CTO)”. As indicated in chapter 1, CTO is a public sector organisation based in Cyprus.

As explained in chapter 1, the importance of linking the PAS to performance has been highlighted by many practitioners and researchers and many organisations have already started using the PAS in that manner and they are experiencing the benefits that such a management practice offers.

I believe that if CTO chooses to proceed with the implementation of this management practice, by adopting the set of the recommendations (the main outcome of the project) I propose for the change and improvement of the current PAS, it will reap the benefits that it has to offer.

The benefits that are expected to accrue with the implementation of such a practice are applicable to all relevant stakeholders (CTO and its employees, Cyprus, the research society). The employees' (incl. myself) performance will be maximised and their potential will be utilised for achieving organisational objectives more effectively and efficiently. At the same time employees will develop their skills and improve themselves so that both the organisation and employees will develop and grow. A stronger national tourism organisation is expected to increase the tourist inflow and the wealth derived from tourists so that the Cyprus economy will become stronger. The project findings will enlighten the research world in relation to the field of performance appraisals which is still developing especially in light of the fact that no similar research has been carried out at CTO before. The project's findings and recommendations can act as a model of good practice that interested people in a similar context (e.g. other public sector organisations in Cyprus, other national tourism organisations abroad) will refer to and adopt or use it for carrying out further research and extending existing knowledge.

The primary aim of the project is not the development of an appraisal system which will be used primarily for determining salaries, pay rises and other monetary benefits but the development of an appraisal system which will be used primarily for enhancing performance. This approach is suitable because in the Cyprus public sector you cannot stop salaries or salary increments which are automatic or terminate employment if performance is substandard and you cannot give extra salary increments or bonuses if performance is improving or is outstanding; instead, the employees are promoted to higher positions and their salary increases due to the promotion. In addition, a PAS which is geared towards maximum performance can be distorted and politicised and its developmental nature can be diluted if increments and pay are used to create a greater sense of a performance culture (Thompson et al (1999)). However, in addition to the primary aim of enhancing performance, the new system could also be used for determining promotions as well as other monetary (inexpensive) and non-monetary rewards which could be introduced and motivate the employees without affecting their salary. In the future, it may also be possible for a public sector organisation to include in its annual budget a certain amount for bonuses which could be distributed to employees with outstanding performance.

A view that dominates in my readings is that performance appraisal practices depend on the situation. I agree with this view as it makes a lot of sense for practices and systems which are applied in an organisation to be consistent with the particular organisation, its people and its culture. When I was carrying out my MBA dissertation research for leadership practices the feature of situational leadership practices and theories was strongly emphasised. In the past trait theories were relevant but with the passage of time it became obvious that situational theories were more suitable as somebody could not ignore the situation in which leadership could be applied. Theories of knowledge (epistemology) followed the same pattern as that of leadership theories. In the past they were absolute but later they became relative or situational with adaptive and constructivist approaches (knowledge by individuals). According to

Klein (1988-in Ghauri and Gronhaug (2002/1995)), the situation in which knowledge is acquired produces true knowledge. As Heylighen (1993-in Ghauri and Gronhaug (2002/1995)) states, true knowledge is adaptive, situation dependent and is actively interfering with the world, its subject and its objects. This is also consistent with Bailey (1984-in Ghauri and Gronhaug (2002/1995)) who indicates that work based research involves knowledge which derives from specific circumstances of work contexts and situations and the conclusions of this research and knowledge will produce more knowledge regarding the particular context.

Information about the performance appraisal practices of other organisations or similar organisations in Cyprus and abroad is relevant (despite the fact that the particular context at CTO may be different) so as to see how the performance appraisal systems are being applied to different situations and extract those features which are common to different contexts or situations. The project takes into account the wider framework so as to arrive at the best possible course of action for the specific framework of CTO. The performance appraisal systems of other organisations cannot be ignored as certain features may be relevant to the CTO context; the project has to start from somewhere as no prior work or research has been carried out for the case of CTO.

There is no manual that can be bought off the shelf which explains the right way to conduct appraisals as, according to the CIPD (2007), it depends on the nature of the organisation and the people involved. The significance of culture is also indicated by Bacal/Nalini (2007) who state that the effective PAS is the application of the right system in the right context. Therefore, any new PAS which will enhance performance needs to be in line with the organisational culture and as the CIPD (2007) and Daley (1992) state it has to be supported by both the managers and staff. Bacal (2007) explains that when the PAS are changed, this change cannot be imposed upon the employees and they should be involved in this change. If it is a system that they want and support and they are committed to it there will be less resistance to change the current system. According to Bretz et al (1992), performance appraisal is an applied subject and research should lead to improvements of practice and influence human behaviour in organisations. It is therefore necessary for the project to obtain the opinion of the people it is going to be applied on. Another reason for obtaining the employees' and trade unions' opinion is because performance appraisal is a controversial management practice and its successful institutionalisation faces many challenges and obstacles. As Faizal (2005) states, cultural, organisational and political factors affect the extent to which performance appraisal is implemented.

### **2.3 - Research Objectives**

The main research aim is the assessment of the effectiveness of the current PAS of CTO in relation to individual and organisational performance and the production of suitable recommendations to remedy the situation where appropriate. In order to meet the main research aim the following research objectives have to be achieved:

- to identify the main factors which make a performance appraisal system effective in relation to performance improvement e.g. targets or goals, participation and feedback
- to explore whether these main factors exist at CTO and what is the effect of their existence or lack on performance
- to find out if these main factors are applicable to CTO circumstances (whether the employees find the factors significant in relation to their performance)



-to find out if there are other factors which are applicable to CTO circumstances.

#### **2.4 - The Project**

The following project activities explain briefly how I will examine the effectiveness of the PAS of CTO and how I will reach to a set of recommendations which are suitable to CTO circumstances:

-literature review and analysis so as to answer the first research objective and establish what constitutes an effective PAS in relation to individual and organisational performance which is applicable for CTO circumstances: review of theory and practice on the subject of performance appraisals which includes the review of the performance appraisal practices of other organisations (public, private, locally and abroad); this review also includes the consultation of similar studies or projects which have been carried out by the government and similar public sector organisations in Cyprus

-organisation review and analysis so as to answer the research objectives of finding out if the main factors of an effective PAS exist at CTO, their effect on performance and their applicability to CTO as well as the possibility of other factors being applicable to CTO: review and analysis of relevant organisational documentation (regulations of the current PAS) and obtaining and analysing the employees' and trade unions' opinion; understanding and insight about the informal reality can be perceived only from the inside; an exploratory and qualitative research according to Bryman (1992) as phenomena and social reality are investigated through the eyes of the people being studied and interpreted from their point of view.

It is necessary to obtain the employees' (appraisers and appraisees) opinion because in this way they are given the opportunity to indicate how the PAS should change in order to help them enhance their performance. Changing the PAS according to what is suitable for them means that they will support and be committed to the new system

-overall evaluation of the analysis of the findings of the previous activities and conclusions about the effectiveness of the PAS of CTO in relation to individual and organisational performance

-suitable recommendations (main project outcome) to the Board of Directors, the Management and the Trade Unions of CTO for changing the system according to the above findings and conclusions so as to transform the PAS of CTO into a system which will enhance individual and organisational performance.

The recommendations will act as an action plan for future development and implementation at CTO e.g. external human resource experts in cooperation with the CTO human resource department, the trade unions and the rest of the employees (inc. myself) will put into effect my recommendations. The implementation of the recommendations of the project is outside the scope of this project. The scope of the project is to produce the recommendations, a realistic and achievable outcome within the time available; otherwise the project would be too difficult to be handled by one researcher since the implementation requires a lot of time and the involvement of other people also.

Even though the implementation of the project recommendations is outside the scope of this project, specific implementation steps (implementation strategy) have been drafted so as to be used by CTO when it decides to proceed with the recommended changes. The implementation strategy is included in the project recommendations in chapter 8.

In addition to the main project outcome of “recommendations” above, the project findings, conclusions and recommendations will be made available for the benefit of the academic community (a copy of the project will be placed at the library of the university) and there is also an evaluation of how my research skills have developed during the execution of the project (see chapter 9). As explained in chapter 1, the availability of the project to the academic community will contribute to the knowledge of performance appraisals since other researchers will have the opportunity to learn from my research and conduct further research so as to extend existing knowledge, in the same way as I have done with previous research.

For purposes of facilitating the reader, the summary of this chapter is presented in the form of the following table. The content of the rest of the chapters is also briefly summarised through the following table. More details are found in the detailed outline of the project (the detailed version of the following table/summary) in appendix 1.

Summary of All the Chapters (Outline of the Project)

<p>Practitioner-Researcher and Context (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Practitioner-Researcher</u>: previous studies/work experience about performance appraisals, position at CTO and experience about the PAS of CTO, advantages and challenges of the practitioner-researcher, reasons/benefits for conducting the research project from the practitioner and researcher perspective. <u>Context (Organisational, National, Global)</u>: need for changing the PAS, feasibility of change, enhancement of performance through an effective PAS, effective performance appraisals and the situation.</p>
<p>Project Aim and Outcome (Chapters 1, 2, 7, 8)</p>	<p><u>Aim</u>: assessment of the effectiveness of the current PAS of CTO in relation to the enhancement of performance. <u>Outcome</u>: recommendations for changing the current PAS of CTO so as to enhance performance.</p>
<p>Research Objectives (Chapters 1, 2, 3, 4, 5, 7, 8, 9)</p>	<p><u>Factors of an Effective PAS in relation to Performance.</u> <u>Applicability of the Above Factors to CTO Circumstances (Significance).</u> <u>Applicability of Other Factors to CTO Circumstances (Significance).</u> <u>Existence/Lack of the Factors at CTO (Current Situation).</u> <u>Effect of the Existence/Lack of the Factors on Employees’ Performance.</u></p>
<p>Research Activity (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Approach</u>: case study. <u>Techniques</u>: literature, studies of the government and other public sector organisations in Cyprus, organisational documentation-regulations of the current PAS, insider/practitioner-researcher perspective, interviews, questionnaire (triangulation). <u>Analysis</u>: qualitative and quantitative.</p>
<p>Conclusions (Chapters 1, 2, 3, 4, 7, 8)</p>	<p><u>Factors of an Effective PAS in relation to Performance</u>: goals, feedback and participation. <u>Applicability of the Above Factors to CTO Circumstances (Significance)</u>: the above factors were significant in relation to performance. <u>Applicability of Other Factors to CTO Circumstances</u></p>

	<p><u>(Significance)</u>: there were no other factors which were significant in relation to performance.</p> <p><u>Existence/Lack of the Factors at CTO (Current Situation)</u>: the factors of an effective PAS were not present under the current PAS.</p> <p><u>Effect of the Existence/Lack of the Factors on Employees' Performance</u>: the absence of the factors of an effective PAS (ineffective PAS) has not led to the enhancement of performance; the current PAS was ineffective as it did not enhance performance and it needed to change and become effective so as to enhance performance.</p>
<p>Recommendations (outcome) (Chapters 1, 2, 3, 4, 7, 8)</p>	<p><u>Introduction of an Effective PAS at CTO (Goals, Feedback, Participation) for purposes of Enhancing Performance</u>: goals method for purposes of performance, measurement of true performance (non-distortion of ratings), suitable appraisers, examination of appeals by independent persons, rating scales method and 360 degree feedback method for purposes of development, participation, formal and informal feedback, education and training, computerisation, determination of performance related rewards, monitoring and evaluation of the PAS.</p>
<p>Implementation Strategy (Chapters 2, 3, 4, 7, 8)</p>	<p><u>Implementation of the Recommendations</u>: presentation, approval, participation, pilots, regulations, budget, going live.</p>
<p>Feasibility of Change (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Inhibitors of Change in relation to the Adoption (Stakeholders' Resistance) and Implementation (e.g. Cultural Obstacles) of the New PAS</u>: fear of the unknown, loss of comfort zones, self-interest, government, trade unions, interpersonal relationships, indifference/take it easy.</p> <p><u>Mitigating Factors in relation to the Adoption (Stakeholders' Resistance) and Implementation (e.g. Cultural Obstacles) of the New PAS</u>: need for change, benefits of change, government's consent, trade unions' consent, cultural change, participation in the change.</p>
<p>Stakeholders' Needs/Benefits (Chapters 1, 2, 8)</p>	<p><u>Meeting the Needs of All the Stakeholders (Win-Win) through the Implementation of the Recommendations</u>: the enhancement of performance and the added value at all levels (individual, organisational, national) are important and relevant in today's economic climate.</p>
<p>Availability of the Project to the Academic/ Practitioner Community (outcome) (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Uniqueness</u>: original contribution to the knowledge/practice of performance appraisals with a type of research that nobody conducted before.</p> <p><u>Usefulness</u>: contribution to the society through the enhancement of individual, organisational and national performance and through the availability of a unique project to the academic/practitioner community.</p> <p><u>Generalisation</u>: other researchers and similar</p>

	organisations are in a position (through the rich, thick descriptions) to refer to the project and borrow ideas and conduct further research and extend existing knowledge.
Learning Experiences (outcome) (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)	<p><u>Development of Personal Qualities:</u> professionalism, patience, rigour, perseverance, motivation (worker-researcher role).</p> <p><u>Knowledge about the Subject under Investigation (Performance Appraisals).</u></p> <p><u>Development of Research Skills:</u> contingencies, research quality, bounded rationality.</p> <p><u>Fulfilment of Self-Actualisation Needs:</u> personal development, contribution to the society (enhancement of individual, organisational and national performance, availability of the project to the academic/practitioner community).</p>
Research Quality-Positive Features (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)	<p><u>Rich, Thick Descriptions:</u> transferability of the project knowledge to other situations.</p> <p><u>Triangulation:</u> enhancement of validity and reliability and minimisation of bias.</p> <p><u>Suitability of the Data Collection Methods:</u> answers to the research questions, validity and reliability, informed and piloted questions, in-depth analysis and understanding, statistical significance.</p> <p><u>Satisfactory Response Rate:</u> statistical significance, validity and reliability, extra effort and time.</p> <p><u>Consideration of Ethical Issues:</u> confidentiality, insider researcher issues, honesty of the participants, informed consent, voluntary participation/non-coercion.</p>
Research Quality-Limitations (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)	<p><u>Insider Researcher Bias:</u> not serious because the validity and reliability were not undermined (minimisation of bias e.g. triangulation).</p> <p><u>Non-Response from the Trade Unions:</u> not problematic because their opinion would not change the overall findings.</p> <p><u>Case Study and Generalisation:</u> not problematic because other researchers and similar organisations are in a position (through the rich, thick descriptions) to refer to the project and borrow ideas and conduct further research and extend existing knowledge.</p>

## **CHAPTER 3: LITERATURE REVIEW AND ANALYSIS**

### **3.1 - Introduction**

The review of the literature in the area of performance appraisal is necessary for meeting the research objective of identifying the main factors which make a performance appraisal system (PAS) effective in relation to performance improvement. These factors represent the categories or themes (researcher's categories) which are used for collecting information through organisational documentation (regulations of the current PAS), questionnaire and interviews and later on for analysing this information (secondary research informing the primary research).

The review and analysis of the literature will argue that the main factors which make a PAS effective in relation to performance improvement are the following: participation, goals and feedback. The rewards are also relevant but they are not considered as one of the factors i.e. the rewards under a reward system are determined by the performance under a PAS (separate but linked). The main factors are interlinked, interdependent and broad and they consist of certain criteria or principles.

In this chapter, I am explaining what a performance appraisal is, what it does and how useful it can be. I am also explaining the link between performance appraisal and performance management and the relevance and significance of the situation and culture. It is common in the discussion and review of most issues to have critics and supporters and performance appraisal is no exception. As such, the main criticisms and arguments in favour of performance appraisal are discussed. I personally believe that performance appraisals can indeed be used as a tool or a medium for enhancing individual and organisational performance as long as those appraisals are used in an effective manner. If they are used in an effective manner then all those disadvantages mentioned by the critics will cease to exist and the advantages indicated by the supporters will be achieved. I am explaining what the model of an effective PAS should be like: three major factors which make a PAS effective i.e. participation, goals and feedback. The factors are broad, interlinked and interdependent and they are discussed in detail.

According to the literature, the views regarding recognition and rewards are rather mixed as some authors consider the rewards as important and others do not. Even though the rewards and pay for performance are not a central theme in the project and even though they have been criticised by many, I am mentioning some of the principles of pay for performance plans and the rationale of reward and recognition practices that have been explained by some authors because I believe that it is important to develop a more comprehensive and holistic view about performance appraisals. The research participants are asked to express their views on these issues (pay for performance plans, monetary and non-monetary rewards) so as to find out how important pay and rewards are for them in relation to maximising their performance; the conclusions and recommendations of the project incorporate the participants' views on these issues irrespective of the difficulty of providing sufficient rewards and implementing a pay for performance system in a public sector organisation.

The primary aim of the project is not the development of a PAS which will be used primarily for determining salaries, pay rises and other monetary benefits but the development of a PAS which will be used primarily for enhancing performance. The

reason for this approach is the following: in the public sector in Cyprus you cannot stop salaries or salary increments which are automatic or terminate employment if performance is substandard and you cannot give extra salary increments or bonuses if performance is improving or is outstanding; what happens instead, is that people are promoted to higher positions and their salary increases due to the promotion. Another reason for this approach is the following: a PAS which is geared towards maximum performance can be distorted and politicised and its developmental nature can be diluted if increments and pay are used to create a greater sense of a performance culture (Thompson et al (1999)). However, in addition to the primary aim of enhancing performance, it is possible for the new PAS to be used for determining promotions as well as other monetary (inexpensive) and non-monetary rewards which could be introduced and motivate the staff without affecting their salary; it might also be used for determining bonuses which could be distributed to employees with outstanding performance provided the employees, trade unions and management support that and it is permitted by the government and the parliament so that the Cyprus Tourism Organisation (CTO) includes in its annual budget a certain amount.

## **3.2 - Background of Performance Appraisal**

### 3.2.1 - Introduction

This section elaborates on the concept of performance appraisal by defining it and by explaining what it is, what it does and how useful it can be. It also indicates how the performance appraisal is linked with performance management and how it is affected by the situation and culture. It also outlines the main arguments which have been brought forward by various critics and supporters of performance appraisal.

### 3.2.2 - Consistency of my views with the indications of the authors

The authors' indications which are mentioned in this section are consistent with my views apart from the critics of performance appraisals. My views are also consistent with the indications of other authors which are mentioned in other sections ("participation", "feedback", "recognition and rewards") of this chapter and which are also applicable to this section. My views are the following:

-When the performance appraisals are effective they enhance performance, motivation, job satisfaction, ownership, responsibility and commitment. When the performance appraisals are effective or when the factors of an effective PAS are implemented in the right way the disadvantages that are indicated by the critics of performance appraisals are avoided and the advantages that are indicated by the supporters of performance appraisals are maximised (see the indications of the critics and supporters below). In addition, the advantages of Total Quality Management (TQM) that are indicated by the critics are maximised because the principles of TQM are not incompatible with the factors of an effective PAS e.g. teamwork is achieved under an effective PAS through feedback and participation in the setting of goals, e.g. improvement of the systems and processes is achieved under an effective PAS through the achievement of goals which are consistent with the organisational goals and strategy which can be quality driven. My views in relation to the factors of an effective PAS (e.g. non-distortion of ratings by measuring performance accurately through the goals method, use of the rating scales method and 360 degree feedback method for purposes of development, training, appeals, feedback, participation, performance related rewards: the rewards under the reward system are determined by performance under the PAS (linked but separate)) which are discussed in the other

sections of the chapter are also applicable to this section but for purposes of avoiding repetition they are not discussed in this section.

-The change or improvement of the PAS is another example of the improvement of the systems and processes mentioned above. The PAS should change whenever it is necessary so as to become effective and enhance performance and motivation (a dynamic system which is consistent with the environment such as the economic crisis). The change of the PAS may be difficult because of a possible stakeholders' resistance e.g. fear of the unknown, loss of comfort zones and self-interest, interpersonal relations, culture. However, the change of the PAS is feasible provided the benefits of the change are communicated to the stakeholders and they participate in the change. Everyone (management, employees, trade unions) should participate in the change of the PAS because participation leads to understanding, acceptance, ownership, support and commitment to the new system. The change of the PAS and the introduction of the factors of an effective PAS will change the culture and will improve performance in the long term so as to recover the extra time, resources and cost that are required for the introduction of the factors of an effective PAS.

### 3.2.3 - Indications of the authors

Many definitions have developed for performance appraisal in the growing literature over the years. From the literature review that I have carried out, I would personally define performance appraisal as follows: assessing employee's job performance in relation to set performance standards and providing feedback and coaching so as to eliminate deficiencies and enhance performance in order that organisational goals are more effectively and efficiently achieved. In this assessment and feedback process administration and developmental issues of employees in relation to organisational performance are also being dealt with (e.g. self-development and training, career planning and advancement, promotion and pay).

My definition's constituents are very similar to the features of performance appraisal as identified by ACAS (2008):

- objectives: review employees' performance, potential, development, training and career planning needs and agree targets, methods and performance criteria to be discussed and agreed with employees thus fostering commitment, sometimes linked with a reward review which is a separate process and whereby employees are rewarded for their performance
- benefits: performance improvement, identifying and dealing with strengths, weaknesses, problems and obstacles, determining suitability for development, training and promotion for maximising employees' contribution to the organisation and for the sake of their own careers, human resource information e.g. succession planning
- formal systems: employees feeling that they are valued by the organisation, improved quality of working life, communication and mutual understanding through regular formal and informal feedback between managers and staff regarding potential and performance
- small companies and appraisal systems: easier to appraise employees as managers are likely to know each employee well, simple instead of complex systems and meeting the particular organisational needs, committed to the system's success, clarity of objectives, appraiser training, informing employees of how they will be affected, not being introduced hastily
- appraisees: all the employees.

Performance appraisal has always been an exciting subject to deal with for both academics and practitioners and in the last years it has been a field with growing interest especially in light of the recognition that it plays an important role in the improvement of performance of both individuals and organisations i.e. the importance of the human factor at work and how that needs to be developed and harnessed (effective leadership) so as to use it towards the achievement of organisational goals, as indicated by the authors below.

Bruns (1992) indicates that performance appraisals is a system for evaluating, measuring, appraising and rewarding performance and it is therefore critical to organisations of all kinds as it is an important element for managing human resources and organisational control.

According to ICAEW (2007), the proper management of staff requires regular and structured appraisals because of the benefits they offer i.e. feedback on performance (regular communication with staff with an opportunity to respond and agreed action plans, a formal interview at least once a year), identification of areas for improvement, identification of work experience and training needs, basis for promotion, pay and bonus decisions, an opportunity for staff to raise matters with principals.

According to Hunt (2004), appraisals will help an organisation be more efficient and profitable and will help the employee gain more job satisfaction; a satisfied employee is going to work better; a more profitable company means a happier boss.

Fletcher (2007) indicates that performance appraisals can motivate and develop staff (identifying, developing and retaining talent), foster commitment and positivity and ultimately improve organisational performance.

Heskett (2006) explains that appraisals should lead to better organisational results and the employees' efforts should contribute to both the team and the organisational goals as well as the personal development goals which should fit strategically with the overall organisational goals.

According to Schuler and Jackson (1996), performance appraisals are used for maximising performance.

Many authors, such as the following, have indicated the significance of performance management and its principles in relation to performance enhancement and how performance appraisals are linked and affected.

According to Thompson et al (1999), performance appraisals are used as a strategic performance management tool and they give managers greater flexibility in securing enhanced performance from their staff.

Gillen (2007) indicates that performance appraisal is part of the performance management process.

CIPD (2007) explains that performance appraisals (operational, individual, short-term) is one of the tools of performance management (strategic, broad, long-term) whereby



data produced can feed into other elements of performance management; performance appraisals can be used for reviewing past performance and for planning future development and improvement of individual performance and in consequence organisational performance.

According to Falcone (2007), the golden cycle of performance management is goal setting and planning, ongoing feedback and coaching, appraisal and reward. The annual performance review should be turned into a strategic corporate exercise as the human and intellectual capital dictates the organisational ultimate success or failure.

APSC (2000) characterises the effective performance management as follows:

- managers provide leadership and integrate performance management with other aspects of their work in managing people
- people understand that their performance directly contributes to the success and viability of their agency
- individual and team responsibilities and their performance are clearly linked to the attainment of programme and corporate goals and the needs of clients
- individuals and teams meet the standards of expected behaviour
- managers monitor and assess the performance of their people
- individuals and teams receive regular feedback on their performance against programme and corporate goals
- managers make use of the potential of all their people and develop their skills (encouraging individual career planning)
- improved and valued performance is recognised and rewarded
- managers seek to improve poor performance and address continuing poor performance.

According to Harvard University (2001), the results-focused management should be a priority through performance management (the use of goals and performance measures). Effective performance management (a valuable leadership tool for driving change) leads to better outcomes, enhances transparency and strengthens democracy. Goals, performance measures and feedback motivate improvement of performance even in the absence of a direct link to rewards because people like to do well and want to do their best; they also communicate to people that goals, measurement and feedback are a priority so that they can accept them (after a democratic debate and when there is a way for managing conflicting priorities and insufficient resources) and focus on them; they also lead to important insights by revealing what works and what does not.

Fletcher (2001) indicates that performance appraisal has widened as a concept and as a set of practices and in the form of performance management it has become part of a more strategic approach for integrating human resource activities and business policies. As a result, the research on the subject has moved beyond the limited confines of measurement issues and accuracy of performance ratings and has begun to focus more on social and motivational aspects. The developing research agenda consists of the nature of appraisal and the context in which it operates. The nature of appraisal is about the content and process of the appraisal (contextual performance, goal orientation, self-awareness, appraiser-appraisee interaction, multi-source feedback) and the context is about cultural differences and the impact of new technology.

It is important to mention that the significance of performance management has been appreciated by public sector organisations also. In the last years, the public sector in many countries has gone through many structural and operational changes in order to become more efficient, effective and transparent and in that effort a lot of public sector organisations have reconsidered and amended their performance appraisal systems (e.g. Thompson et al (1999), Faizal (2005), Milkovich et al (1991), Fletcher (2004), Harvard University (2001), Lima and Naumann (2007), Gillen (2007), Daley (1992) APSC (2000) Nykodym (1996)).

It is important to mention what has been said by some of the critics of performance appraisals and reflect on the various criticisms which have been expressed so as to obtain a complete and impartial picture of performance appraisals. By taking into account the disadvantages and pitfalls that may be present, it will help in avoiding them and in using the performance appraisals to maximum advantage.

According to Wessel (2003), the perfect appraisal has not been found yet and organisations are still struggling with the same issues they did 40 years ago; the practice of performance appraisals has not advanced much even though it has been heavily researched in the last 40 years.

Coens and Jenkins (2002) indicate that performance appraisals do not accomplish what they are supposed to, they are counterproductive and they backfire during coaching, motivation, goal setting, feedback, pay setting, promotions determination and documentation. As such, they need to be phased out and alternatives can be designed and implemented. The paternalistic culture needs to be eliminated, employees need to be treated as adults and less time needs to be spent on monitoring and judging employees so as to free the human spirit in organisations. An employee's value and performance cannot be reduced to a number (rated as 1 or 5 etc.) due to the impossibility of separating out the individual contribution from the contribution of the environment, the inherent measurement and judgement biases and the organisational politics. Such a practice is degrading and demoralising and the employee's work is trivialised when it is converted into a meaningless numerical rating. Organisations need to focus on making people working together towards improving processes and systems of delivering value to customers through leadership alternatives (according to Deming). The thrust of the alternatives is to place responsibility with each individual for their own development by providing them with access to the right level of resources and feedback they need to improve; this will show the true potential of each individual and whether they are genuinely motivated and interested in improving.

According to Nickols (2004/2000), formal performance appraisal systems could be eliminated with no harm done and with great economic and emotional benefit. He talks about the accepted mythology of performance appraisal systems in relation to the benefits it offers (e.g. feedback for productivity, commitment and motivation, e.g. aligning individual and organisational goals, e.g. appraisals are objective, fair and legally defensible). He mentions that the reality is different (politics and organisational restraints and constraints influence ratings so that an honest, fair, valid and objective assessment of all employees is impossible) and performance appraisals create costly problems (e.g. reductions in productivity, erosion of performance, creation of emotional anguish, damaging to morale and motivation, punishing and

rewarding for uncontrollable factors, emphasis on the individual instead of the team and on the task instead of the process, fostering a short-term view, institutionalising existing values and biases and acting as an impediment to cultural change, fostering fear and lack of trust, a carrot-and-stick management system, legal protection is questionable, redesigning performance appraisal systems is a legendary Sisyphian task).

Joinson (2001) refers to performance appraisals as flawed or weak performance evaluation systems with the following features: reviews which are not fair, accurate and timely demotivate employees, failing to reward star performers, failing to provide support and guidance to borderline workers and failing to give proper feedback to those whose work is substandard. In the end, employee productivity deteriorates or the employee leaves the firm.

Elmuti et al (1992) explain that the Deming approach to performance appraisal involves a complete change of the traditional system to one that concentrates on cooperative and supportive behaviour and on managers being highly focused on quality and long term improvement. Deming criticises the traditional performance appraisal system for rewarding “win-lose” results and behaviours instead of “win-win” aims, for judging and ranking people and for using extrinsic motivational means.

Whitley (1993) explains that Deming advocates that performance appraisals should be eliminated because they motivate employees to focus on their own performance instead of the organisational performance unlike total quality management which relies on teamwork and cooperation and focuses on improving systems and processes instead of individual performance and results.

According to Scholtes (1993), Deming and other total quality management followers say that total quality management (TQM) and performance appraisals are incompatible because the principles and requirements of TQM (customer consciousness, systems thinking, understanding of variation, teamwork, improvement mastery, motivation, learning) are subverted and undermined by performance appraisals. TQM requires understanding, control and improvement of processes for the benefit of customers whereas performance appraisals require control of an individual's behaviour for the satisfaction of his or her manager and support obsolete values with dysfunctional methods (unreliable and inconsistent measurement system, use of judgement, tending to establish a ceiling of mediocrity, seeking to administer multiple managerial functions like pay, promotion, feedback, communication, direction and goals yet it is inadequate to accomplish any one of them). The two approaches cannot co-exist and one has to choose between the two.

Some authors, such as the following, have not criticised performance appraisals as aggressively as the previous authors have done and instead they indicate that the problem of performance appraisals lies in their implementation and not in the appraisals themselves.

Harrington (2000) indicates that the problem is not the concept of performance evaluations but the way they are implemented.

According to Rasch (2004), advocates of performance appraisals cite implementation flaws as the cause of dissatisfaction among users and they contend that the process will work if properly used. The critics of performance appraisals question the validity of the process in general. The followers of Deming view the performance appraisal as divisive (e.g. arbitrary ratings lead to divisions among employees) and therefore counterproductive and they contend that intrinsic rewards are more effective as a motivator. Rasch (2004) suggests the use a professional growth model as an alternative to performance appraisals with focus on employee success, priority for leadership development training for supervisors and a special performance appraisal process for employees who need targeted focus in performance.

Soltani (2005) indicates that the effectiveness of total quality management can be enhanced by designing a performance management system that fits the culture and strategy of the organisation and also strongly supports a quality driven management strategy.

Bacal (2007) explains that performance cannot be enhanced when employees perceive the appraisal process negatively and defensively; this attitude can also damage even the best of appraisal processes and employees are not likely to gain from the process. He mentions the seven stupid things that employees do which damage appraisals (focusing on the appraisal forms, not preparing beforehand, defensiveness, not communicating during the year, not clarifying enough, allowing one sidedness, focusing on appraisal as a way of getting more money) and he indicates that it is important for employees to participate actively and assertively and to focus on how to improve things in the future through open positive communication. He also mentions the ten stupid things that managers do which damage appraisals (spending more time on the actual appraisal rather than on planning and ongoing communication, comparing employees with each other, forgetting that appraisal is about improvement and not about blame, considering the rating form to be an objective and impartial tool, stopping the appraisals when a person's pay is no longer tied to the appraisal, believing that they can accurately assess the staff, cancelling or postponing the appraisal meetings, measuring and appraising the trivial, surprising employees during the appraisal, thinking that all employees and jobs are assessed the same way and with the same procedures).

Bacal (2007) states that there is no point in conducting performance appraisals especially when it costs more than it is worth. Performance appraisals become uncomfortable when they are carried out for the wrong reasons i.e. focusing on what people have done wrong. Instead, managers and staff should focus on how to improve performance in the future whereby they will work together on the same side for the achievement of the same goals hence adding value.

Bacal/Napta (2007) indicate that appraisals should be an intrinsic and fundamental part of organisations that promote personal development which is aligned with company strategy. In reality though, they are ineffective and stressful because raters are not sufficiently trained in conducting effective appraisals and appraisals are carried out only once or twice a year and all feedback is condensed in one meeting.

According to Harvey (1994), the factors which contribute to the negative feelings about performance appraisals are the following:

- one appraisal does not fulfil all needs especially when they are contradictory and it becomes a “jack of all trades and master of none”, top-down and single-source

appraisal is inherently problematic as supervisors are not the only ones who understand the behaviour of those supervised and they cannot play effectively different roles (judge, jury, coach, counsellor) at the same time (employees respond to this limited perspective by rejecting the criticism and by “aiming to please” instead of aiming to improve), developmental feedback tends to be lost or greatly overshadowed, effective performance evaluation requires skills managers frequently lack.

He suggests the following so that performance appraisals become more effective:

- replace single-source and top-down assessment information with 360 degree feedback data which encourages individuals to genuinely seek continuous self-improvement rather than to just please the boss, separate evaluation for salary administration and compensation from assessment designed to help individuals develop and improve, integrate the two processes, provide managers with the coaching skills they need, make both performance appraisal and performance feedback parts of an integrated “total systems approach” to continuous improvement, performance appraisal improvements should be received as positive changes with ownership, acceptance and support at all organisational levels.

Bearing in mind what has been mentioned so far (inc. the arguments of the critics above), I believe that performance appraisals can indeed be used as a tool or a medium for enhancing individual and organisational performance as long as those appraisals are used in an effective manner. If they are used in an effective manner then all those disadvantages mentioned by the critics will cease to exist and the advantages offered by the alternatives suggested by the critics will be achieved. This is also indicated by some of the supporters of performance appraisals as shown below.

As Fletcher (2004) mentions, performance appraisals are not a pointless form-filling exercise. When they are carried out effectively (this may mean that certain adjustments on the old system may be necessary to make it more appropriate with new circumstances) they make a difference and they are a tremendous motivator, a powerful, efficient and effective management tool for identifying and managing employees’ performance, potential and development needs as well as making a big difference to employee attitudes and focusing employees’ efforts on the tasks that will deliver the greatest impact. Performance appraisals may be a painful exercise for many because they tend to be done poorly and in the public sector it is usually a thrust upon employees as part of a centralised government policy and target setting.

According to Patz (1975), a performance appraisal is conducted for various purposes (development, salary justification, elimination of low performers, correlation of employee behaviour with actual results) and various obstacles (difficulties in gathering adequate information and keeping it up to date, mistrust of the uses to which information is put, treatment of the evaluation interview as a chore) are in the way during its implementation thus hindering its effectiveness. Despite the obstacles, it is still being used and managers are unwilling to abandon it because it can help and it should not be replaced by entirely different approaches or alternatives; instead the implementation problems can be solved by “fine tuning” the currently used methods (e.g. manageability of the system and directness).

Allen (2003) mentions that if performance appraisals are done correctly, they can become the most valuable instrument in the manager’s toolbox and no other management process has as much influence over individuals’ careers and work lives

(according to Grote). If managers follow the right steps the performance appraisal will no longer be a dreaded ordeal but a valuable tool for helping them do their job better i.e. helping their employees do the best job they can.

The previous indications raise the following question: how will performance appraisals be used in an effective manner? There is no easy or straightforward answer to this question as the matter needs to be studied and elaborated further according to the circumstances of each situation. That is why the project has been undertaken i.e. to find out how to conduct performance appraisals effectively at CTO.

According to the literature, the effectiveness of performance appraisal practices depends on the situation. I agree with this view as it makes a lot of sense for practices and systems which are applied to an organisation to be consistent with the particular organisation, its people and its culture. In addition, performance appraisals can be used to bring about a smoother change in the culture of an organisation. Through effective performance appraisals people learn to work effectively and efficiently e.g. to plan, to provide feedback, to be proactive, to communicate continuously. Bacal/Grote (2007) indicate that performance appraisals can indeed be used for transforming cultures.

There is no manual that can be bought off the shelf which explains the right way to conduct appraisals as, according to the CIPD (2007), it depends on the nature of the organisation and the people involved. The significance of culture is also indicated by Bacal/Nalin (2007) who state that an effective PAS is the application of the right system in the right context. As the CIPD (2007) and Daley (1992) state, a PAS has to be supported by both managers and staff. Bacal (2007) explains that performance appraisals are an American invention and this may mean that they are inconsistent with other national cultures e.g. the implementation of an open and participative approach whereby employees are given the chance to say what they think of their managers (360 degree feedback) will not work in a culture whereby managers are not willing to listen, learn and change; in this case, employees will be afraid to speak their mind and they will end up saying what the managers want to hear so as to avoid misunderstandings, confrontations, criticism, conflict etc..

The importance of context and culture has also been emphasised by Milkovich et al (1991) who mention that performance appraisal and pay need to take into account organisational factors such as the personnel system, the structure, the culture, the managerial styles, the strategic goals and the environmental conditions (organisations vary in their perceptions of their environments and in their definitions of the strategic goals to help them compete in those environments). Contextual factors need to be considered also, such as the fit between a firm's appraisal and pay system and the nature of work it does, the firm's technologies and their pace of change which influence the way jobs and performance are defined, the congruence between an organisation's structure and culture and its appraisal and pay policies. External factors need to be taken into account also, such as the economic climate, the unions and other associations, the multiple public regulators and interest groups and the legal and political forces.

They explain the importance of context by indicating that performance appraisal in the private sector is most successful when it is embedded in a context with incentives to managers (managerial flexibility and discretion in rewarding top performers and in

dismissing those who continually perform below standards) to use the ratings as the organisation intends. Regarding the public sector, they mention that the heavily legalistic environment (which can encourage fair and equitable treatment) has led to dependence on formal procedures that impose complexity and rigidity and provide disincentives for managers to use the system as the organisation intends. They indicate that pay for performance plans in the public sector and federal government need to consider the organisational context such as organisational and workforce diversity e.g. decentralising the design and implementation of personnel, appraisal and pay programmes to the extent possible given the central policy guidelines and the government concerns of interagency mobility, standardisation, comparability and equity; careful controlled pilot studies could be carried out in different agencies for identifying design, implementation and evaluation issues which need further investigation. The broader changes suggested by an analysis of context can be costly but making changes to an appraisal system in isolation will not enhance employee acceptance of the system or improve individual and organisational effectiveness and this will prove to be in the long-run more costly.

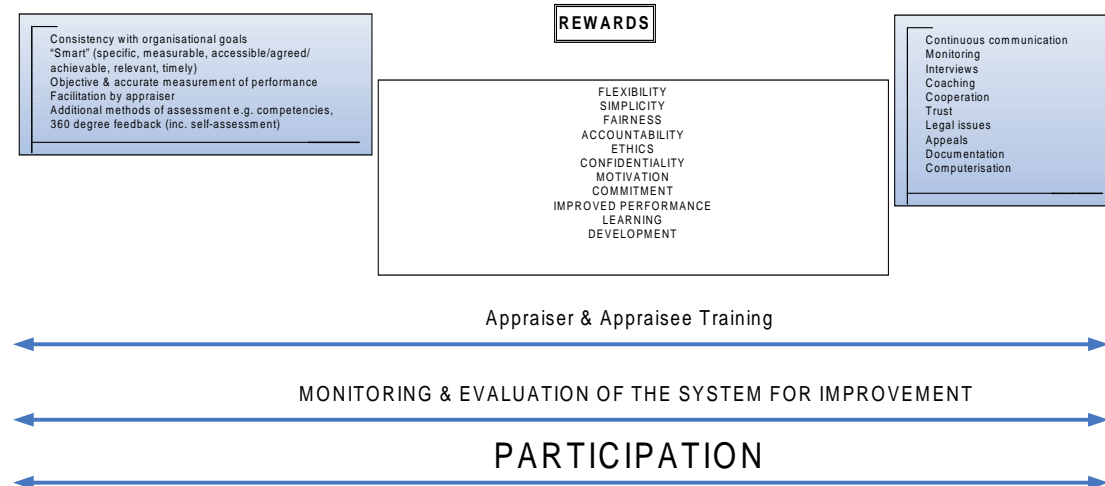
### 3.3 - Basis of Model

#### 3.3.1 - Introduction

From the literature review that I have carried out, it can be concluded that the major factors which make a PAS effective are those of participation, targets or goals and feedback. Each of these major factors (which are quite broad) consists of certain criteria or principles which are elaborated in the sections which follow. The three major factors are interlinked and interdependent and they do not work in isolation e.g. the goals in isolation are of no use unless there is feedback on them and both managers and employees participate in that process (see figure below).

# AN EFFECTIVE PERFORMANCE APPRAISAL SYSTEM

GOAL SETTING ← → FEEDBACK



### 3.3.2 - Consistency of my views with the indications of the authors

The authors' indications which are mentioned in this section are consistent with my views. My views in relation to the factors of participation, goals and feedback (inc. their interdependence) which are discussed in the other sections of this chapter are also applicable to this section but for purposes of avoiding repetition they are not discussed in this section.

### 3.3.3 - Indications of the authors

Roberts (2003) explains the interconnection of the three major factors as follows: the effectiveness of performance appraisal participation is moderated by the amount and quality of goal setting (specific, moderately difficult and accepted) and informal performance feedback (presented by a credible source, timely, specific, behavioural, ongoing, formal and informal so that employees get the chance to participate and achieve goals). The role of employee acceptance is critical. Lack of acceptance by both employees and raters engenders resistance and demotivation in using the system so that it becomes ineffective. They will accept the system if they understand the performance measurement process, they agree on the standards used, they are confident with the performance measurement accuracy and they perceive an absence of rater bias. These are achievable through employee participation, goal setting and feedback. Employee participation, goal setting and feedback also enhance the quality and accuracy of performance standards or goals, facilitate a consensus and understanding of performance standards and increase commitment to goals and standards. The factors that reduce the effectiveness of participation are the following: absence of trust and open communication, unequal employee treatment, absence of rater training and support in conducting participatory performance appraisals, absence of rating system accountability, absence of systematic evaluation of performance appraisal system participation effectiveness.

Schweiger (1994), who explains the interconnection of the major factors in a similar fashion, supports the concept of a two-tiered, integrated system of ongoing evaluations and annual goals and the optimisation of each system component. The system should be characterised by the following: ongoing and informal feedback, coaching for improving performance and productivity more rapidly, concentrating on job behaviour instead of personality traits, training appraisers in dealing with emotional barriers to express criticism and in avoiding psychometric errors, management by objectives whereby goals are jointly developed with the employee.

## **3.4 - Participation**

### 3.4.1 - Introduction

As indicated in the "basis of model" section, participation is one of the major and broad factors which contributes to the effectiveness of a PAS. The authors indicate the significance of participation and the benefits it offers and explain its principles which should be applied by everybody and in all the stages of an appraisal process.

### 3.4.2 - Consistency of my views with the indications of the authors

The authors' indications which are mentioned in this section are consistent with my views. My views are also consistent with the indications of other authors which are mentioned in other sections ("background of performance appraisal", "basis of



model”, “goals”, “feedback”) of this chapter and which are also applicable to this section. My views are the following:

-The constructive participation in all the stages of the performance appraisal process (goals, feedback, measurement, appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation) is significant. It is important for the appraisees to participate in their performance and development assessments through self-assessment for purposes of enhancing the fairness of the assessment methods and creating a culture of performance and development. For purposes of promoting understanding, acceptance, ownership, support and commitment as well as compatibility with the organisation, the culture and the employees, the PAS should be monitored and evaluated by the management, the employees (appraisers and appraisees) and the trade unions on an ongoing basis and amendments should be made if necessary. My views in relation to the participation in the stages of goals, feedback (inc. appraisal forms completion and appraisal interviews) and measurement which are discussed in the “goals” and “feedback” sections are also applicable to this section but for purposes of avoiding repetition they are not discussed in this section.

### 3.4.3 - Indications of the authors

According to Roberts (2003), a genuine performance appraisal participation (i.e. a participatory and empowered work culture) can mitigate many of the dysfunctions of traditional performance appraisal systems such as the dysfunctional employee defensiveness, the tension, the conflict and competition and the inordinate responsibility for poor performance to individual employees when it is not their fault. Participation can also engender a more humane and ethical human resource management decision making process and it can also achieve higher levels of appraisal satisfaction, fairness and acceptance by employees as well as more accurate and valid ratings which derive from better quality and quantity of performance information. The active participation of employees in the performance appraisal process provides cognitive and affective benefits, voice into the appraisal process, ownership of the appraisal process, intrinsic motivation for development, task identity and significance, performance feedback, autonomy, empowerment, commitment, trust, cooperation, communication, coaching and counselling. All of these will also encourage employees in setting higher performance targets as they will be confident that a fair appraisal system exists which assesses them accurately for the part of the work they are responsible for. The forms of participation (jointly by rater and ratee) in the appraisal process are the following: performance standard participation, rating form participation, self-evaluation and performance appraisal interview participation.

Participation in the appraisal system by all concerned has also been indicated by ACAS (2008) through the following ways:

- consultation and agreement for the appraisal objectives and methods with managers, employees and trade unions must take place before introducing appraisals (a pilot scheme could be tested)
- senior managers must support and be committed to appraisals
- the system should be monitored regularly to determine whether it needs to be modified in light of problems and changing organisational needs by obtaining managers’ and employees’ views and experiences
- a timetable should be fixed for the implementation of the system and all employees should be informed about the objectives of the system, how it will operate, what is expected of them and how it will affect them.

Bacal (2007) indicates that any change or improvement of an appraisal system can be made easier and contribute to the well being of the organisation and its employees by involving the staff and managers in the change (i.e. participating in the change and finding ways to satisfy their needs and the organisation's needs) and by not imposing the change upon them. If it is a system that they want, support and are committed to then there will be less resistance to change the current system.

According to Bretz et al (1992), performance appraisal is an applied subject and research should lead to improvements of practice and should influence human behaviour in organisations; it is therefore necessary to obtain the opinion of the people it is going to be applied on. Another reason for obtaining employees' views is because performance appraisal is a controversial management practice and its successful institutionalisation faces many challenges and obstacles. As Faizal (2005) states, cultural, organisational and political factors affect the extent to which performance appraisal is implemented.

Geoff (1994) also supports the above view and he mentions that it is important to consult the employees before a performance appraisal system is designed and to "sell" the system to them before it is implemented. In this way, the system can align the employees' goals with those of the organisation.

Gillen (2007) indicates that the appraisal process should be supported by managers and staff by convincing them of the value of appraisal for achieving business objectives and for delivering high performance.

According to CMI (2006), it is important that everybody understands the purpose and process of the appraisal. This is also supported by D'Netto (2004) who indicates that everyone should understand and agree the purpose of the appraisal (i.e. why it is being undertaken, what are the outcomes).

Heskett (2006) mentions that when people know the purpose of appraisals and there is mutual understanding by managers and employees of their purpose (e.g. to benefit both the organisation and the individual by building better performing organisations, to determine compensation and career advancement), then people are expected to spend time on them and to like conducting them instead of not bothering with them and finding them unproductive, difficult and distasteful.

According to Nykodym (1996), managers and employees must have a shared perception and understanding of the purposes and functions of the appraisal process including their role in that process and the belief that it is useful to them. There is no "ideal" appraisal format and system and every organisation must design its own system which will support its own objectives. In order for the system to be effective it must be accepted by the users or participants and satisfy their needs. Employees need the opportunity to state their position, they want the factors on which they are being evaluated to be job-related and the objectives and plans to be discussed openly. Managers must have the necessary skills, training and support for conducting appraisals and the willingness to do so. In this way, problems with the design, implementation, operation and support of appraisal systems which frustrate both the

academics (seeking to understand better the appraisal process) and the practitioners (seeking ways to increase appraisal effectiveness) can be avoided.

### **3.5 - Goals**

#### 3.5.1 - Introduction

As indicated in the “basis of model” section, the goals is one of the major and broad factors which contributes to the effectiveness of a PAS. The authors indicate the significance of goals and the benefits they offer and explain the principles which should be followed. The goals factor includes issues such as the following: setting of targets, measuring performance against the set targets, rating accuracy, objectivity, bias, fairness and methods of measurement or evaluation (e.g. ranking, 360 degree feedback etc.).

#### 3.5.2 - Consistency of my views with the indications of the authors

The authors’ indications which are mentioned in this section are consistent with my views. My views are also consistent with the indications of other authors which are mentioned in other sections (“background of performance appraisal”, “basis of model”, “participation”, “feedback”, “recognition and rewards”) of this chapter and which are also applicable to this section. My views are the following:

-The goals should be jointly set and agreed for purposes of teamwork, communication, participation and commitment. The goals should also be “smart” and consistent with organisational goals and the appraisers should facilitate the appraisees in order to achieve them (e.g. providing resources and eliminating obstacles). The extent of the achievement of the goals must be ascertained through the measurement of the appraisees’ performance. The appraisees should accept and participate in the measurement process. The revision of the goals according to uncontrollable factors is necessary because there is stress and frustration when the goals are not realistic or consistent with the circumstances and there is lack of fairness when the appraisees are assessed on factors which are outside their control; the appraisers should facilitate the appraisees by controlling such factors (if possible) so that the appraisees’ performance will not deteriorate. On certain occasions, there is difficulty in setting “smart” goals and measuring performance in a public sector environment (e.g. work which is complicated, non-routine, qualitative and dependent on others). However, the implementation of goals and measurement in a public sector environment is not impossible. Irrespective of the difficulty in implementing the goals and measurement, they are necessary because they enhance the effectiveness of a PAS in relation to performance.

-The goals method is a fair, valid and reliable basis for assessing, improving and rewarding performance since the appraisees’ true performance can be objectively, fairly and accurately measured through fact-based evidence. Thus, the phenomenon of the distortion of ratings (e.g. subjectivity, inconsistent interpretation of the rating scale and criteria, personality, leniency bias, strictness bias, interpersonal relationships, recency bias, pay and rewards, unsuitable appraisers) is minimised. When the ratings are distorted and not justified or evidenced the appraisees are not committed or motivated to improve and learn. The distortion of ratings does not enhance performance because when the true performance is not reflected the problems are not identified and solved and the employees become complacent (especially when the ratings are lenient).

-As mentioned above, the pay and rewards are one of the causes of distortion. When a PAS is used primarily for determining salaries and other monetary rewards such as promotions it becomes distorted and politicised and its performance and developmental nature is diluted. The appraisees are motivated by rewards but they are not motivated to improve their performance as the rewards are not related to performance (the rewards are based on assessments which do not reflect true performance: distortion). When the promotions are not related to performance the low performers are not prevented from being promoted. Thus, the human resources are not effectively utilised since the low performers are promoted for deteriorating or not improving performance (promoting dysfunctional behaviour). When the promotions and other rewards are related to performance (rewards based on assessments which reflect true performance: non-distortion through the goals method) they motivate performance improvement (see “recognition and rewards” section for more details).

-As mentioned above, the unsuitable composition of the appraisal team (e.g. appraisers who do not know the appraisees and their jobs: insufficient working contact) is one of the causes of distortion i.e. the assessments do not reflect the true performance as the appraisers are not aware of the appraisees’ true performance. The selection of the most suitable appraisers (number and capacity) must be determined by the tasks and position of each appraisee (extent of working contact). The appraisal team should preferably consist of more than one appraiser so as to minimise the effect of the single appraiser bias that may be present (e.g. the appraiser may be biased because of interpersonal difficulties with the appraisee). The immediate superior of the appraisee should always participate in the appraisal team because his/her sufficient working contact with the appraisee makes him/her the most suitable appraiser (setting and agreement of goals, delegation, supervision, coaching, monitoring and measurement of true performance against the goals).

-The rating scales method and the 360 degree feedback method are more suitable for purposes of development rather than performance and recognition because they are subject to assessment distortion (inherent subjectivity which is associated with the rating scales method and tactics of collusion or revenge which are associated with the 360 degree feedback method). The two methods should be used for purposes of development and they should be combined because the 360 degree feedback method (feedback from multiple appraisers) must be employed in combination with other methods (the 360 degree feedback method does not determine the basis of assessment but only the type and number of appraisers).

-It is more suitable to combine the 360 degree feedback method with the rating scales method rather than the goals method because it is unlikely for the 360 degree feedback respondents (e.g. subordinates and peers) to be aware of an appraisee’s set and agreed goals (by the appraisers and the appraisee) and the progress made against those goals whereas the working contact that they have with an appraisee allows them to express an opinion on the personality aspects of the appraisee which are assessed under the rating scales method. The average score of the ratings of all the 360 degree feedback respondents is considered to be a reasonable, objective, valid and reliable reflection of an individual’s personality as it represents the opinion of many individuals (reducing the subjectivity which is associated with the rating scales method when it is used in isolation). The selection of the most suitable 360 degree feedback respondents (superiors, subordinates, peers, business associates) should be determined by the tasks and position of each appraisee, the results of the assessment should be interpreted by an expert coach and confidentiality should be safeguarded.

-As mentioned above, the rating scales method is not suitable for purposes of performance and recognition because of its inherent subjectivity i.e. the competencies or assessment criteria under the rating scales method (e.g. professionalism, collegiality, team spirit, communication) represent mainly aspects of an individual's personality (the individual's performance is usually enhanced when the individual behaves in the manner specified by these aspects) which cannot be objectively measured and matched with the individual's performance (inherent distortion which cannot be legally challenged due to the loopholes of the rating scales method: the assessments are distorted but according to the rating scales method the assessments are conducted as they should). However, the rating scales method can be used for purposes of development since it is directly related with personality i.e. aiding the appraisees in developing personality aspects that will help them improve their performance. The usefulness of the rating scales method can be maximised through the following: the scale should be sufficient, the use of the scale should be explained (how the criteria are rated), the criteria should be developed according to the job requirements of each position and carry weights according to their significance, the criteria should be specific, clearly defined and explained, the ratings should be justified with examples.

-The technology can enhance the effectiveness and efficiency of most assessment methods and it should therefore be used accordingly e.g. the process of obtaining feedback from the 360 degree feedback respondents under the rating scales method (see above) can become a lot easier and faster, e.g. the process of measuring performance under the goals method (see above) can become more efficient.

-Other assessment methods such as the critical incidents, ranking and narrative report are not as suitable and sufficient (for purposes of performance and development) as the methods mentioned above because of their disadvantages e.g. the ranking method usually leads to conflict and unhealthy competition, the applicability of the critical incidents method is restricted by the low frequency of critical incidents, the narrative report method is very subjective, it is subject to misinterpretation and it leads to inconsistent assessments among appraisers.

-The appeals should be examined by other independent persons only. The independent persons should act in the capacity of a judge who will be sufficiently educated and trained about all the features of the PAS and who will ratify or amend the performance assessments conducted by the appraisers after examining evidence of performance (for purposes of accuracy, objectivity and fairness) provided by the appraisers and the appraisee during a hearing. In addition, the role of the independent persons should be taken by senior employees who know the organisation and its activities well and who are expected to challenge the appraisers and appraisees without feeling uncomfortable and compromising their independent judgement. The appeals should not be examined by the appraisers (with or without independent persons) because the principle of segregation of duties which promotes transparency, accuracy, objectivity and fairness is compromised. It is common for the appraisers to become defensive when they are challenged by the appraisees during an appeal examination (even when independent persons participate in the examination) and to persist in their original ratings which may be unfair and biased. However, it is also possible for the appraisers to amend their original ratings (when they examine appeals in isolation) in an unfair and biased manner (e.g. rating the appraisees favourably for purposes of promotion) for conflict avoidance and convenience reasons. The examination of appeals by both the appraisers and other independent persons may prevent the appraisers from ratifying or amending their original ratings in the above

ways (if the independent persons disagree) but it does not prevent them from becoming defensive especially when the independent persons do not find their arguments convincing and they disagree with them (a behaviour which usually leads to conflict, stress, undermining, revenge etc.). Therefore, the examination of appeals by other independent persons only does not only prevent the appraisers from behaving in all of the above ways but it also safeguards the principle of segregation of duties.

-The appraisers and the appraisees should be sufficiently educated and trained for purposes of implementing the formal and informal feedback mechanisms (see “feedback” section). When the appraisers have the right appraisal skills and knowledge the appraisees trust and respect the appraisers and their relationship improves. In addition, inconsistency and misinterpretation are minimised (e.g. the appraisers know what the assessment criteria mean and how they are rated under the rating scales method). Furthermore, the distortion of ratings is minimised as the appraisers know how to record and measure true performance objectively and accurately through fact-based evidence (e.g. during assessments under the goals method) without relying only on memory which is not reliable. The education and training for the appraisers and the appraisees should cover the following: setting and agreement of “smart” goals by the appraisers and the appraisees, measurement of performance against the goals through fact-based evidence (assessment by the appraisers and self-assessment by the appraisees), assessment of the competencies or assessment criteria under the rating scales method (assessment by the 360 degree feedback respondents and self-assessment by the appraisees), participation by the appraisers and the appraisees in the appraisal interview (see “feedback” section), agreement of an action plan for the future by the appraisers and the appraisees (see “feedback” section), continuous two-way communication between the appraisers and the appraisees (see “feedback” section), continuous coaching and monitoring of performance by the appraisers (see “feedback” section).

### 3.5.3 - Indications of the authors

According to Bacal (2007), objective setting and performance planning is the bedrock of performance management and appraisal for alignment of individual goals to corporate strategy. The issues that need to be considered are the following:

-avoid vague criteria, time and effort in helping employees to understand what the job is about and the goals he or she is expected to achieve, objective setting can motivate employees provided it is done with them and not to them, objectives setting and performance standards require careful analysis of the relevant issues and realities otherwise deadlines are missed, quality is poor and productivity is low despite the employees’ hard work.

According to Drucker/Bacal (2007), management by objectives can improve organisational performance by transforming organisational goals into personal goals. Personal goals are determined by their contribution to organisational objectives and each person knows how his or her contribution is combined with the contribution of others to reach the organisational objectives.

According to Lynn/Bacal (2007), management by objectives (MBO) is characterised by the following: stretch, tough and attainable goals, quantifiable long term goals broken down into weekly and monthly milestones and progress monitoring, staff should know why the goal is critical so as to build commitment to goals.

According to Bacal/Max (2007), performance goals should be negotiated collaboratively and not imposed so as to create an environment of communication and team spirit, to obtain the employee's view which is important since he/she knows himself/herself and his/her work and to establish participation, ownership, meaning and context for the work within the broader picture of the organisation. Motivation derives from clear, measurable and specific goals which improve individual and overall performance and from valuing those who are involved. The end of the year appraisals or job descriptions are not enough for improving performance and a forward looking process is necessary whereby everyone knows how, why and what to accomplish in the present and future thus communicating, monitoring and preventing performance problems and harnessing and coordinating individual work for overall effectiveness and efficiency.

Heskett (2006) mentions that appraisals lead to better organisational results when employees' efforts contribute to both the team and the organisational goals as well as the personal development goals which should fit strategically with the overall organisational goals.

According to the site "12 Manage-Management Communities" (2008), a results oriented management approach is relevant for performance appraisals. The features of such an approach are the following:

- clear and measurable agreements in order to achieve maximum results
- employees work with enthusiasm and fun if they know what is expected of them, they are involved in establishing these expectations, they decide how they will meet the expectations and they obtain feedback
- managers set goals, they determine priorities and they make resources available (time, money, capacity)
- employees provide time, knowledge and abilities, they indicate under which conditions they can deliver results and they take responsibility for achieving the results
- managers and employees have the same expectations about agreements and targets ("smart" acronym: specific, measurable, accepted, relevant, traceable) and they talk about the results
- corporate goals are translated into strategic business unit goals and individual goals: set targets(long term corporate goals), translate corporate goals into strategic business unit and individual goals, agreements for individual goals, implementation, self-steering and management reporting, periodic appraisals for progress control and adjustments.

An example of the use of targets or goals in the public sector is given by Thompson et al (1999) who talk about the new performance appraisal system ("staff development review") which was put in place in a Hong Kong Public Sector Hospital that was supposed to aid with the new reforms and overcome the difficulties of the previous system i.e. give managers greater flexibility in securing enhanced performance from their staff through an ongoing process with objectives planning and setting, review, feedback and staff development. The system was achieving its primary objectives of concentrating managers' attention on the performance and development of their staff, it was a flexible tool in promoting communication but it was not reaching its full potential as a tool for integration since it was seen as a tool for better human resource management rather than patient and clinical concerns. The appraisees were involved

in setting performance goals and there was agreement between the appraisee and appraiser on what constitutes good performance. The staff were clear about the goals to be achieved and the standards by which performance was evaluated. However, the most important parts of their job were not usually reflected in the performance appraisal, the objective setting process was time consuming, there were too many objectives, it was difficult to formulate meaningful objectives as there was no sufficient knowledge and the job was not adequately defined, there was a risk of setting objectives only when appraisals were carried out, the setting of objectives for some types of staff may have been inappropriate due to non-controllable external factors and there was a risk of setting inappropriate objectives only for the sake of getting a good appraisal.

Another example of the use of targets or goals in the public sector is given by Faizal (2005) who talks about the new appraisal system in the Maldivian public service which focused on evaluating employees for achieving organisational targets and provided training for the successful achievement of targets (the previous system focused on employee's behaviour and attitude). It was very similar to the MBO (management by objectives) concept, a concept which is considered relevant for the public sector. The implementation of the system was tested but the results showed that the system was not implemented to a satisfactory level. The extent of institutionalisation was low due to the following:

- lack of open communication, employees were not motivated as performance appraisals were not linked to monetary rewards such as promotions, leaders were not valuing or paying attention to performance appraisals, insufficient levels of competency and disposition, insufficient training which resulted in low levels of socialisation, commitment and identity, no feedback or effort on learning from past experiences, performance appraisals were not linked to rewards and punishments thus achieving only political symbolism instead of political will, state powers did not function independently and there was lack of accountability mechanisms.

According to Harvard University (2001), effective performance management systems are characterised by the following traits:

- outcome-focused goals (concentrating on the real mission, energising staff, providing flexibility over the mix of activities and clarity, encouraging innovation)
- goals should be few (so as not to lose focus and interest), simple, specific, clearly articulated and resonant at the top (supported by the performance measurement and management system)
- challenging but realistic goals so as to motivate and not to demoralise
- the goals should be cascading down to connect to the work of individuals and folding back up to meet organisational expectations (people should be shown how they are expected to contribute to each organisational goal, who has lead responsibility for what and who has supporting responsibilities; people should also be invited to express their opinion on the goals so that revisions are made if necessary so as to make them more realistic and to reflect organisational capabilities)
- broadly and regularly used goals and performance measures are more powerful (communicating the priorities to everybody by emphasising on the importance of goals and measures so that everybody is committed)
- visible performance information (clearly written and widely distributed so that people will talk about it and use it, energise people's efforts and encourage ongoing brainstorming about what works and what does not)



- interactive and informational approach (promoting the organisational habit of analysing past performance for crafting better plans and encouraging the use of performance measures as a learning tool)
- frequent and fresh data both in terms of time and geography (detecting and solving performance problems more easily by revealing the problems and variations when they arise and not later, getting early feedback on the effectiveness of intervention efforts)
- segmentable information (interpreting results more easily, drawing lessons and identifying opportunities for improving performance)
- fact-based measures (measurement accuracy is essential and it should be seen as such both within and outside the organisation; information may not be perfect but it can still reveal informative performance variations)
- there are a few rare cases that performance measures and outcome-focused goals are not appropriate and should be abandoned as they encourage dysfunctional behaviour, but in most cases they are appropriate and possible even though they are not always obvious or readily available (difficulty of quantifying non-monetary outcomes, danger of being specific in politically charged environments, fear for being held accountable for performance when cooperation and assistance of people outside the organisation are necessary for success).

Allen (2003) indicates that there should be clear understanding of the position, job, tasks and responsibilities by both the manager and the employee before an employee starts performing and before a manager starts evaluating. There should also be consistency of the review process with the mission and values of the organisation (according to Grote). Performance appraisals can act as a means to the end of “setting goals and achieving them” (according to Grote, according to Drucker). The best way to improve performance is to have the manager and the employee establish together specific goals that are based on the employee’s strengths thus managing to obtain real job satisfaction, commitment and a sense of achievement from the job itself instead of benefit packages, job security or prestige. People are developed effectively (not coercing them in accepting the organisational goals or manipulating their behaviour to suit organisational needs) when they take responsibility for developing their own potentialities, they plan for themselves and learn from putting their plan into action (according to McGregor).

ACAS (2008) explains that the job description focuses attention on performance rather than character. The job description and tasks should be agreed between the manager and employee.

Falcone (2005) talks about goals in terms of “meeting expectations”, “exceeding expectations” and “needing improvement” in various skills such as: adaptability and change management, communication and cooperation, creativity and innovation, customer satisfaction, time management, goal and objective setting, initiative, job knowledge, judgement and decision making, leadership, problem solving and results orientation, productivity and volume, strategic and critical thinking.

Grote (2000) talks about the demonstration of core competencies (performing like a master) which are linked to the organisational mission and objectives and are necessary for organisational success and also for culture transformation. The core competencies cut to the core by defining the critical behaviours, skills, goals and

objectives for organisational success. Through descriptions or narrative portraits which are used as benchmarks for comparing actual performance, the appraisee is provided with a clear picture of what is expected. They check for frequency by evaluating competencies with a behavioural-frequency scale i.e. indicating how frequently the appraisee behaved like a true master instead of giving absolute judgments which lead to defensiveness (a behavioural-frequency scale is not applicable in certain cases e.g. indication of whether a goal has been achieved or not). Performance appraisals are also used for targeting poor performers for termination.

ICMR (2009) indicates that targets should be set and agreed between the manager and employee and the manager should facilitate the achievement of the goals.

According to CMI (2006), improvement of performance is achieved through a clear picture of what is expected, prioritisation, acceptance of ownership and responsibility of performance by employees and by understanding how their work relates and contributes to the organisational objectives.

D'Netto (2004) talks about the establishment of acceptable standards of behaviour and performance and the assessment of how the job is being done as well as the establishment of goals within the job.

US -OPM (2001) explains how employee performance plans can be aligned with organisational goals and how employee performance can be measured as follows:

- there should not be a focus on activities or categories but a focus on accomplishments and outputs which can be linked to organisational goals
- job descriptions focus on activities and not accomplishments and as such they should not be used to develop performance plans
- principles for measurement: perceiving performance measurement as important, viewing performance measurement as valuable, accepting the performance measurement process through participation, measuring what is important even if difficult, flexible employee performance plans which can change according to changes in organisational goals thus enhancing credibility, relying on multiple measures, management to demonstrate that performance is critical to organisational and individual success
- developing employee performance plans: look at the overall picture, determine work unit accomplishment (goal cascading method, customer focused method, work flow charting method), determine individual accomplishments that support work unit goals, convert expected accomplishments into performance elements with type and priority, determine work unit and individual measures (specific and general i.e. quality, quantity, cost effectiveness and timeliness) and develop standards (performance standards should be achievable, measurable, understandable, verifiable, equitable, challenging), determine how to monitor performance (feedback types and sources etc.: specificity, timeliness, manner, naturally occurring e.g. self-evident, carefully planned through a measurement system and delivered automatically and frequently)
- checking the performance plan: work units and employees understand what is required, critical elements are really critical and it may mean that if critical elements are not met then performance may be unacceptable, clear range of acceptable performance, performance expectations should be quantifiable, observable, verifiable and reasonable, attainable but challenging standards whereby reasonable effort is required to achieve performance, fair standards, allowing for margin of error and

comparable to expectations for other employees in similar positions, applicability of standards for appraising performance and managing the data, determine if it is possible for performance to exceed the level of “fully successful”, flexibility of standards and elements for changes in organisational objectives and resources.

CMI (2001) indicates that objectives should be set with the following requirements:  
-develop and communicate the organisation’s mission and vision statements, identify corporate objectives from the mission and vision statements, agree the objectives for senior managers and cascade to departments and individuals, “smart” objectives (specific, measurable, action-oriented, realistic, time and resource constrained), written down for clarification and referral, agree objectives with those who are to tackle them (discussion and compromise process so as to reach an agreement and develop feelings of ownership, commitment and motivation), identify appropriate performance measures (clear, concise, easy to collect and interpret, relevant; efficiency, effectiveness, finance, customers, markets, resources, processes) which should be agreed between the job holder and manager and reviewed regularly, set up procedures for reviewing performance.

Katzenbach (2000) indicates the following distinct paths which can be used for aligning the workforce, unleashing the full potential of people, balancing between organisational performance and employee fulfilment and motivating employees to exceptional performance by tapping into their passion and building emotional commitment to the company’s goals:

- mission, values and pride
- process and metrics
- entrepreneurial spirit
- individual achievement
- recognition and celebration.

According to Furtwengler (2000), performance improvement should be based on the following:

- realistic goals
- measuring speed, quality, service and value
- measures must be quantifiable, easy to understand, well balanced, easy to track, frequently published, specific to employee’s work effort, stated in terms of current and desired performance, raised as soon as the desired performance is achieved.

The interconnected issues of measurement of performance against targets, rating accuracy, objectivity, bias and fairness are explained by the following authors.

According to Milkovich et al (1991), the measurement and development of individual and quantitative goals in the public sector are usually difficult as the bottom line tends to be difficult to define unlike the private sector which is easily quantifiable.

Managers and professionals in the public sector face conflicting and diffuse goals that make it difficult to develop meaningful performance criteria. When organisational goals are difficult to define and job performance is thus difficult to evaluate against agreed-upon criteria, organisations feel compelled to adopt more formal and precise evaluations in order to assure their constituents that they are operating legitimately, rationally and efficiently; it is symbolically important for employees and other stakeholders to perceive that meaningful evaluation criteria are used and that

differential outcomes are not capricious i.e. reassurance that things are done appropriately and not arbitrarily; despite this effort, employees will become sceptical and as such management incentives to administer the system as the organisation intends are reduced. This means that empirical evidence is needed to determine whether organisations or their members actually benefit in any substantial way when appraisals are conducted other than to the extent that legitimacy is provided and belief systems are reinforced.

Even though the courts have shown a clear preference for job-specific dimensions, ratings tend to be organised around a global evaluative dimension (i.e. an overall evaluation of the individual's performance) and ratings of more specific performance aspects provide little information beyond the overall evaluation; as such, similar ratings are expected from rating scales that employ highly general or highly job-specific dimensions. Measurement of performance in all jobs, no matter how structured and routinised, depends on external judgement about what the important dimensions are and where the individual's performance falls on each dimension. Managerial jobs are difficult to define and assess as they are fragmented, diverse and amorphous and many of the factors leading to successful outcomes are not directly measurable; therefore, the evaluation of a manager's performance is based on a substantial degree of judgement. There are complexities and pitfalls when attempts are made to quantify and assess what managers and professionals do that contributes to effective job performance.

Grote (2002) mentions the lack of confidence in the performance measurement process (for rating individual job performance) by employees who believe that managers are biased or fail to differentiate between high, average and low performers. According to Grote (2002), a solution would be to concentrate on objective performance indicators instead of subjective manager ratings; this approach though is difficult as performance and behaviours in many jobs cannot be measured objectively.

According to Grote (2000), objectivity is not about quantifying behaviours as there are things like quality which cannot be usually quantified. Objectivity is based on observable phenomena, is presented factually and is uninfluenced by emotions and prejudice. Training is critical for objectivity.

Grint (2007) indicates that performance appraisals have been criticised for their subjectivity and searching for more objective appraisal criteria may be a fruitless effort as such criteria may not exist. As such, appraisals should not be abandoned but should be treated with more scepticism and reflexivity e.g. traditional downward appraisals of subordinates could be supplemented with upward appraisals of superordinates.

Milkovich et al (1991) state that the goals of performance appraisal are the following:  
-create a measure that accurately assesses the level of a person's performance in a job  
-create an evaluation system that will advance one or more operational functions in an organisation.

They mention that the goals derive from the following approaches or traditions:

-the measurement tradition. Accurate measurement is a precondition for understanding and accurate evaluation. It has been assumed that if tools and procedures are accurate, valid and reliable then the organisational goals will be met.

-the applied tradition. It has been assumed that if tools and procedures are workable, useful and acceptable they are also likely to be sufficiently accurate.

They conclude that the search for a high degree of precision in measurement is not economically viable in most applied settings and there is little to be gained. The goal of performance appraisals, for most personnel management decisions, should be to support and encourage informed managerial judgement.

According to Milkovich et al (1991), the following factors influence the quality of ratings:

-philosophy and climate of the organisation which can influence the rater's willingness to provide accurate ratings. The raters' approach is affected by organisational goals, managerial discretion, management philosophy and external political and market forces so that their perceptions of organisational factors may distort their ratings even if they are trained properly and have a good grasp of the rating process

-technical aspects of conducting performance appraisals. The rater ability to select and observe the critical job behaviours of subordinates, to recall and record the observed behaviours and to interpret adequately the contribution of the behaviours to effective job performance (rater training programmes, behaviourally-based rating scales, variations in rating procedures, a context that supports and encourages the appraisal process).

Milkovich et al (1991) talk about the types and sources of rating distortions and indicate that, even though there is little convincing data on the extent and causes of rating distortion, most theories suggest that appraisal systems will be prone to distortion in contexts in which the pay is regarded as unfairly low. They mention the following types and sources of rating distortions:

-the purpose or uses of the rating may lead to rating distortion e.g. the same individual might receive different ratings and feedback and the rater will pay attention to different information and evaluate the information differently if an appraisal system is used for administrative decisions than if it is used for developmental purposes (usually, ratings for administrative decisions are more lenient than ratings for developmental feedback purposes)

-political dimensions of performance appraisals whereby there is conscious manipulation of appraisals in order to achieve desired outcomes i.e. filling out forms in ways that would maximise the likelihood of desired outcomes rather than reporting the true evaluation of subordinates' true performance level

-some people see rating distortion as necessary and beneficial and they believe that frank ratings would do more harm than good even though organisations do not admit to that

-the instrumentality models of motivation explain the rating distortion in the following way: the raters fill out the forms in ways that maximise rewards and minimise punishments and the raters' choice to turn to distorted ratings depends on the value they attach to the outcomes of distorted ratings and the perceived likelihood that distorted ratings will lead to those outcomes e.g. in the context of pay for performance, the motivation to distort ratings may be strong as low ratings could have substantial negative consequences for subordinates which could lead to interpersonal difficulties between subordinates and supervisors and lower levels of subordinate motivation (the extent to which the ratees' negative reactions affect the raters')

behaviour is not clear and little is known about the factors actually considered by the raters when they decide to complete the rating forms)

-the equity theory framework explains the rating distortion in the following way: the raters distort ratings in order to achieve or maintain equity within the work group which is considered more important than rewarding present performance e.g. an individual who received a low raise the previous year due to a budgetary shortfall might receive higher than deserved ratings this year so as to restore equity or the raters distort ratings so as to guarantee that salaries stay constant for individuals in a work group who perform similar jobs.

Finally, they suggest that because organisations use an appraisal system for different purposes and those purposes are sometimes conflicting it is preferable to use separate appraisal systems for different purposes.

According to Duarte et al (1994), performance ratings are influenced by the social context. They mention the social factors that are relevant in the appraisal process (as identified by Ilgen and Feldman):

-expectations and norms regarding acceptable ratings of a characteristic in a given context, work interdependence among employees, opportunity to observe relevant performance.

They also talk about the social factors that could influence the link between employee performance and the rating of that performance (as identified by Mitchell):

-interpersonal similarity between rater and ratee, personal power of rater, extent of interdependence among the members of the employee's work group, relative roles of group members.

They support Judge's and Ferris's view that social context factors (supervisor's affect toward a subordinate, supervisor's opportunity to observe performance, supervisor's perception of subordinates' ratings of their own performance) are positively related to ratings and that the supervisor-subordinate relationship is linked to ratings through the affect supervisors have for their subordinates.

They also mention the leader-member exchange (LMX) theory of leadership which describes the relationship a leader develops with employees. The relationships are based on elements such as competence, dependability and interpersonal compatibility. An employee can be characterised as a member of a leader's in-group and the relationship as a high quality one which is characterised by trust or as an out-group member in a low quality exchange relationship characterised by distance. A primary contributor to the quality of this relationship is performance and once the relationship is established leaders expect in-group employees to continue making performance contributions beyond those specified in the employment contract. As a result, the in-group employees may receive higher performance evaluations and rewards than other employees. In-group and out-group status will affect how employees are rated and how they are treated in the appraisal process (according to Cleveland and Murphy). It is not clear whether employees in high quality and in-group relationships actually perform better or whether supervisors merely rate their performance high so as to match the quality of the relationship (according to Cleveland and Murphy).

Cook (1995) indicates that the usefulness of performance appraisal ratings is reduced because of the inaccuracies caused by biases, politicking, impression management and undeserved reputation.

Gabris and Mitchell (2007-in Archer North & Associates (2007)) mention that bias distorts the appraisal process and leads to employee frustration; the introduction of proper training will help in reducing the bias.

According to ICMR (2009), rater bias (e.g. halo effect, error of central tendency, leniency bias, strictness bias, cultural bias, stereotyping perceptual set, recency effects, primacy effects) can be reduced with proper training and feedback to raters and suitable performance appraisal systems and techniques.

Beach (1985) explains the various types of bias and in some cases suggests ways for minimising the bias as follows:

- halo effect: tendency to give an employee approximately the same rating on all factors or traits (the rating on one factor influences the rating on the rest of the factors). It can be minimised if all employees are judged on a single factor or trait before going on to the next factor or trait thus considering all the employees relative to a standard or to each other relative to a factor or trait
- leniency or strictness: tendency to assign consistently high or low scores due to varying standards of performance among supervisors and from different interpretations of what they observe in employee performance (subjectivity); it is difficult to determine if employees who have been rated high are actually high performers or not. It can be minimised by holding meetings and training sessions for the raters so that they can reach a common agreement on what they expect
- central tendency: reluctance to rate people at the outer ends of the scale usually because of lack of knowledge of the behaviour of the persons being rated (playing safe by not condemning or praising) and also because of organisational influences
- interpersonal relations: how a supervisor feels (personal likes and dislikes) about employees especially when objective measures of performance are not available or difficult to develop and when the supervisor is not familiar with the actual work tasks
- organisational influences and subjectivity: ratings change according to the way they are going to be used by management e.g. if promotions and pay rises are imminent supervisors tend to be lenient and rate on the high side so as to maintain good relations with subordinates and to make the supervisor and the department look good for having obtained the promotions and pay rises, e.g. if appraisals are done for developmental purposes supervisors tend to be strict, emphasise weaknesses and focus on what is wrong and on what it has to be done to achieve improvement, e.g. supervisors tend to rate some people (underperformers and outstanding performers) in the middle if there is pressure from management to correct or dismiss underperformers and to justify ratings for outstanding performers thus avoiding resistance and having one less thing to worry about, e.g. supervisors tend to be lenient and rate on the high side if they know that they must justify their judgements or ratings to their subordinates.

ACAS (2008) explains some of the bias, problems and inconsistencies with appraisal and suggests ways for overcoming such problems:

- halo or horns effect: the rating on one characteristic or factor is influencing the rest. It can be overcome if all employees are assessed on a single factor or trait before going on to the next factor
- variations in reporting standards: some appraisers are either over generous or too critical

- emphasis on the recent past: the lapse of time encourages emphasis on more recent events which can distort the balance of the report
- central tendency: marking employees in the middle of the scale instead of the outer ends of the scale.

Senior managers should have an opportunity to confirm markings, comment upon and sign the appraisal so as to eliminate variations in reporting standards by identifying and counselling the too generous and the too harsh appraisers. Managers should monitor and coordinate the appraisal system and they should keep running records of staff performance and events throughout the reporting period so as to avoid concentrating on more recent events. There should be suitable training for achieving consistency in reporting standards and appropriate guidance and explanation should be provided on the report form.

Lima and Naumann (2007) discuss the possibility for trade unions to be represented in performance appraisal committees (in the public sector) for enhancing transparency and eliminating abuse and injustice as well as the possibility for performance differentiation using the quota system so that employees are not all rated as “excellent” or “poor”.

According to Taylor et al (1995), the determinants of the perceptions of fairness are the following:

- standing (status or recognition in the group is conveyed by interpersonal treatment during social interactions)
- neutrality (tendency to create a neutral playing field in which all affected parties will benefit fairly from fair decision processes)
- trust (belief that people will be treated fairly and reasonably).

They also explain the procedural rules affecting the judgments of fairness as follows:

- consistency (consistency in performance standards over time and among employees)
- bias-suppression (constraining self-interest by discussing performance expectations and discrepancies at the final review)
- accuracy (training managers and employees to record performance accurately and use this record to prepare and justify performance evaluations)
- correctability (instructing managers to listen to the employee’s case and change the evaluation if appropriate)
- representativeness (discussing concerns of the employee and manager throughout each stage of the process)
- ethicality (using procedures that are compatible with existing moral and ethical standards).

Milkovich et al (1991) state that organisations want their pay systems to be viewed as fair by multiple stakeholders. Fairness or organisational justice affects employees’ job satisfaction, their trust in management and their commitment to the organisation. Organisational justice consists of distributive justice and procedural justice. The former is concerned with employees’ perceptions of the fairness of their pay in comparison with others and the latter with employees’ perceptions of the fairness of procedures used to design and administer pay such as performance appraisals and appeal mechanisms.



Gabris and Ihrke (2001) also support the relationship between performance appraisals (instrument validity, distributive justice, procedural justice), employee burnout and job satisfaction.

Before the conclusion of this section, it is important to mention that there are also other methods of measurement or evaluation (e.g. rating scales, ranking, 360 degree feedback etc.), besides the main method of targets or goals, which can be used in isolation or in combination with the goals method and which are explained by the following authors.

ACAS (2008) explains the following methods or techniques of appraisal and mentions that a combination of different methods may be appropriate:

- rating: employee characteristics rated on a scale ranging from “outstanding” to “unacceptable”. It is easy to construct, use and understand but it is highly subjective and there is a tendency to rate around the average point and to be influenced by overall impressions
- comparison with objectives: agreeing objectives and assessing how far these objectives have been met as well as revising objectives to make them more realistic and consistent with uncontrollable factors, changing and unforeseen circumstances as well as steps for overcoming obstacles. It is enhancing objectivity and participation as it emphasises on work achievement and it allows employees to agree objectives and appraise themselves (though there are employees who prefer to be told what to do)
- critical incidents: incidents of employee’s positive and negative behaviour during a given period. The appraiser gives feedback on behaviour when it occurs e.g. appreciation or counselling. It encourages frequent recording, it concentrates on actual incidents rather than subjective assessments and it overcomes the problem of concentrating on events prior to the annual appraisal. It can be inappropriate in jobs without opportunity for initiative, it is time consuming and burdensome and it can result in overactive and undesirable supervision
- narrative report: describing performance in the appraiser’s own words. It is flexible and can be geared to specific circumstances though it depends on the literary ability of the appraiser and it is difficult to compare employees as different appraisers may be assessing different factors
- behaviourally anchored rating scales: a group of rating scales, categories or anchors is developed for each job and a value is given ranging from “very poor” to “outstanding” based on the performance or behaviour of the employee. Even though they are costly and time consuming, they can be more precise than the often vague traits used in conventional rating scales.

ICMR (2009) mentions the following methods of evaluation:

- straight ranking method (employee ranked from best to worst on basis of performance)
- graphic rating scale method (employee’s performance is rated on a scale ranging from high to low)
- essay method (essay describing employee’s past performance, strengths and weaknesses, development potential and suggestions for future development)
- forced choice rating method (ranking statements from the one that best describes the employee to the one that describes him the least, weights are also attached to the statements)

- 360 degree feedback method (multiple raters and not just the supervisor, active participation of appraiser and appraisee, subjectivity is reduced as the employee is appraised by peers, customers and subordinates)
- self-evaluation
- team appraisal system (each team member is appraised by all the other team members for improving the team effectiveness)
- team rating techniques
- work standards approach
- critical incident method (employee's performance evaluated on the basis of unusually favourable and unfavourable instances)
- point allocation method (allocating a fixed number of points among all employees in a group)
- checklist and weighted checklist approach (positive and negative statements for describing employee's performance and characteristics and weights can also be assigned to each statement)
- behaviourally anchored rating scale (employee rated on the scale whereby scale values are attached to a group of anchors under each dimension)
- balanced scorecard method (aligning individual efforts to organisational goals)
- management by objectives (agreement of performance targets for a specific period between superior and subordinate and review for establishing the extent of achievement of those targets)
- paired comparison method (employee compared with all the other employees of the group and relative differences in performance are brought out)
- appraisal interview (performance related feedback for improving employee performance and promoting development).

According to Gabris and Ihrke (2001), performance appraisal instruments such as trait-based instruments and behaviour observation scales are used to control employee behaviour and results. The trait-based instruments encourage employees to be enthusiastic, loyal, dependable and team oriented. The behaviour observation scales measure effective and ineffective behaviours of specific job duties so that employees are encouraged to behave in specific ways so as to obtain high scores.

According to Daley (1992), the behaviourally anchored rating scales and the management by objectives are objective appraisal instruments which measure employee performance.

Beach (1985) indicates that the conventional rating scale technique is widely used and its weaknesses can be alleviated by defining carefully the factors being rated, concentrating more on performance contributions and less on personality traits, including factors that can be objectively measured, requiring written substantiations of the ratings, using multiple raters. He also mentions that the weighted checklists, the forced choice and the behaviourally anchored rating scales can be very useful but their use is impeded by their high cost. He indicates that the most appropriate method or system is governed by the specific objectives to be achieved e.g. for developmental and performance improvement purposes (especially managerial and professional positions) "management by objectives" may be the best system; a system which is not usually used for reward allocation purposes whereby interpersonal comparisons are made.

According to Bacal (2007), ratings-based appraisals fail. Even though it is the most common method as it is easier, cheaper and less time consuming, it is useless in helping employees to improve performance and this means that in the long term it may cost the organisation more if performance is not improved. He mentions the following problems of rating systems:

- appearance of objectivity
- cannot address developmental issues sufficiently
- problems of fairness.

According to Bacal (2007), ranking may be justified when a choice has to be made as to who will be rewarded (i.e. to reward the best) and also for producing a healthy spirit of competition that develops individuals and takes the organisation forward. On the other hand, he mentions that evidence shows that harmful competition is usually produced and the following take place:

-devastating to the morale and trust of employees since it is difficult to rank objectively and employees consider the ranking unfair, hoarding of resources, withholding information, reduction of teamwork and stopping to help each other, self-centred actions, the value of an employee relative to what it should be becomes irrelevant (he or she may be the first but still below average if he or she is compared with what he or she should have been).

He indicates that ranking is wrong, insulting and dehumanising and it does not improve performance. People are not race-horses but instead they are complex and multidimensional. They contribute on a lot of different levels and interact in ways that outstrip individual contributions. Every employee contributes in his or her own way and it is difficult to compare employees when their contribution is expected to be different.

He concludes that ranking employees is costly and it damages productivity and therefore it should not be used in performance appraisal.

According to Grote (2005), forced ranking (evaluating employees' performance against other employees instead of predetermined standards) is not right for all companies, nor something that should be done every year; instead, it should be done in the right company, at the right time and introducing it as a short-term initiative (e.g. it is difficult to keep finding better and more talented employees on a continuing basis and as such the improvement in the performance is expected to occur in the first years). It can create a more productive workforce whereby top talent is appreciated, rewarded and retained. The supporters of forced ranking argue that it creates a true meritocracy and the critics argue that it is unfair for those performing at an acceptable level and it creates an unhealthy cult-of-star culture as well as other adverse consequences in the areas of morale, teamwork and collaboration. It can lead to rewarding amply the top 20% of the workforce and showing the door to the bottom 10% and then replacing that 10% with more productive and talented workforce from the market.

Heskett (2006) indicates that for some people the ranking system is better than other systems because with other systems managers are not able or willing to give frank appraisals like they do with the ranking system. For other people, the ranking system is injecting fear in the workplace, it is only a short term improvement, it reduces teamwork and innovation and it needs to be handled delicately and to fit with the organisational culture.

Bacal (2007) indicates that the 360 degree or multi-rater feedback (which is expensive and difficult) needs to be implemented with a clear plan and with active monitoring otherwise it could end up with negative results; how it is done is more important than doing it.

According to Kent/Bacal (2007), the 360 degree feedback is the feedback from all whom we interrelate at work so as to ensure that we live up to the expectations of others; it is part of the psychological contract whereby we play the right role in the minds of our associates.

According to CIPD (2007), the 360 degree feedback is growing in popularity as an input to performance management. This type of feedback has the following features:

- information and feedback on an individual from a number of sources (from above: managers, below: subordinates, alongside: peers, outsiders: suppliers and customers) which gives to the individual a different and valuable perspective with better information about skills, performance and working relationships
- useful (new pertinent information about competencies and how others see individuals, valuable input for coaching, training, leadership development, appraisal) for complex, flexible and changing organisations whereby the traditional performance appraisals fail to deliver what managers want
- ideally the process should be anonymous and presented to the recipient by a skilled coach (the coach will also help the recipient to produce a personal development plan that is realistic, practical, relevant, short-term, low-cost, engaging and with tangible results; it should also take into account the obstacles, the support opportunities, the manager involvement and the progress monitoring; there should be a focus on goals e.g. what is expected, required skills and abilities, commitment to change)
- feedback from just one manager is insufficient for less hierarchical organisations with multiple lines of reporting and team-based working
- research shows that there is consistent improvement in skills and performance
- it can provide good information about the difference between the way individuals see themselves and how they are perceived by others and about the difference between the perceptions of different groups of respondents
- it can help in making performance management a more objective and fair process.
- summary reports with a skilled facilitator are used for a group or team to give a sense of perspective and to enable individuals in the group to assess themselves against others and their group against other groups. This helps in challenging thinking, raising new questions, promoting good decisions and enabling individuals to make better judgements about their capabilities, personal development and careers
- the respondents should be credible to the recipients otherwise the feedback is confusing with diluted impact
- challenging the recipients' perceptions of their skills and performance and providing motivation to change
- the feedback should not bring any surprises to employees, it should help them understand how their behaviour is perceived by others and confirm the behaviour that is most likely to get results.

CIPD (2007) also talks about the features of online 360 degree feedback (e.g. interactive, confidentiality, accuracy, efficiency, effectiveness, responsibility, simplification) and what needs to be considered when choosing an online 360 degree

feedback provider (e.g. the system that fits the particular business and complies with regulatory requirements and best practice, responsiveness for changes).

CIPD (2007) recommends the following steps in organisations without open feedback or upward communication and when it is most likely that the sensitive issue of 360 degree feedback will be questioned and seen with mistrust:

- challenging the prevailing culture so as to establish higher levels of trust (but avoid the 360 degree feedback during downsizing and restructuring as the aims may be misinterpreted)
- confidentiality issues are clearly communicated (who will have access to the data and for what purpose, feedback reports and development plans are kept secure and data protection rules are followed)
- stating clearly how feedback will be given and by whom
- the process for identifying respondents is clearly set out with recipients having opportunity to input
- sufficient time is allowed to pilot the process and to consult with employees on the design and implementation stage
- recipients and respondents are briefed on how to complete forms and on the aims of the whole process with adequate opportunity to people for comments and concerns and without forcing them to take part in the whole process
- feedback is not attributed to an individual
- the process is constantly monitored and evaluated whereby concerns are acted on and changes are communicated.

According to Carson (2006), when the 360 degree feedback is used with caution (i.e. commitment, clear about the targets of the feedback and the tools that are going to be used, aligning performance measures with organisational goals, selection and training of individuals involved, follow-up on the information collected, confidentiality), it can provide the organisation and the individuals with meaningful information but when it is misused it can lead to hurt feelings, anxiety and even loss of key personnel.

According to Johnson (2004), the 360 degree feedback can provide a broad and comprehensive perspective on an employee's strengths and weaknesses and learning and developmental needs. He also mentions that many have criticised this type of feedback and they are avoiding to use it as it may provide distorted feedback e.g. most people would hesitate to criticise their peers' performance when raises and promotions are on the line, most people will also avoid negative feedback so as not to strain their relationship with colleagues if it ever came out who provided the negative feedback, some people could use the tool vindictively so as to harm their peers. He believes that this type of feedback can be direct and honest and can fit the particular needs and priorities of an organisation. He suggests the following key principles for getting the most from this type of feedback:

- base feedback on crystal-clear criteria (develop quantifiable criteria and avoid rating on non-quantifiable or hard to quantify qualities or criteria)
- customise and stretch the tool (define and tailor appropriate standards and objectives for the specific situation against which performance will be measured, participating in defining performance criteria makes participants view the process and the results as more valid and they become more committed to acting on the results)
- do not skimp on qualitative feedback (the quantitative-only metrics can be too impersonal and by adding the qualitative component it can be more effective as it prides more information and subtlety especially for developmental purposes)

-clarify the tool's purpose and structure so as to enhance effectiveness (e.g. to help in defining areas for improvement and not to determine compensation; and to later provide coaching on areas needing improvement)  
-build a culture of trust and candour (the supervisor reviews and approves the reviewers nominated by the recipient so as to avoid favouritism, wide array of respondents for each recipient, reviewers can decide whether to remain anonymous to the recipient, reviewers and recipients could also discuss the rating process with each other, openness and honesty even with bad news, negative feedback encourages continuous and real performance improvement as people can behave like adults and can be very accepting).

ACAS (2008) indicates that the introduction of the 360 degree feedback for developmental purposes should be clear, sensible and careful as well as consistent with the organisational culture.

### **3.6 - Feedback**

#### 3.6.1 - Introduction

As indicated in the "basis of model" section, feedback is one of the major and broad factors which contributes to the effectiveness of a PAS. The authors indicate the significance of feedback and the benefits it offers and explain the principles which should be followed. Feedback includes issues such as the following: continuous communication, cooperation, monitoring, coaching, learning, improvement, training, development, appraisal interviews, documentation, legal aspects and computerisation.

#### 3.6.2 - Consistency of my views with the indications of the authors

The authors' indications which are mentioned in this section are consistent with my views. My views are also consistent with the indications of other authors which are mentioned in other sections ("background of performance appraisal", "basis of model", "participation", "goals", "recognition and rewards") of this chapter and which are also applicable to this section. My views are the following:  
-The proper feedback on performance is feedback which is constructive, effective, frequent, objective, specific, accurate, honest, timely, balanced, supported with evidence and followed-up and it includes the following: regular progress monitoring, agreement on specific action plans, continuous communication, coaching (e.g. drawing attention to problems as soon as they take place), effective appraisal interviews and a relationship characterised by openness, honesty, trust, respect and cooperation (and not by criticism or conflict). The feedback should consist of a formal feedback mechanism and an informal feedback mechanism. The informal feedback mechanism (on a continuous basis) should consist of the following: communication, coaching and monitoring of performance. The formal feedback mechanism (once or twice a year) should consist of the following: assessments for purposes of performance and development (see "goals" section), appraisal interview and agreed action plan for the future which should be followed-up. The assessment results of the performance and development methods must be considered and discussed during the appraisal interview for purposes of drafting an agreed action plan in relation to the appraisees' performance improvement and further development. Therefore, the completion of the assessment form will not be a meaningless and superficial ticking-box exercise (for compliance purposes) but an interesting, participative and

constructive exercise i.e. the appraisal interview will provide the appraisers and the appraisees with the opportunity to express their opinion, make their complaints and have an honest dialogue (without surprises or secret agendas) about the appraisees' assessments, performance, goals, problems, potential, development, strengths and weaknesses.

### 3.6.3 - Indications of the authors

According to Bacal (2007), bidirectional performance management and appraisal is used to improve the traditional performance management and appraisal so that both the manager and the employee receive feedback on how they fulfil their obligations to the organisation and to each other. Traditional performance management assumes that productivity is additive and if each employee does his or her own independent work organisational objectives are achieved; but that is not the case as one's work is affected by somebody else's and they are not independent i.e. if the manager does not obtain the resources and skills or clear the obstacles the employee will not be able to perform as expected. In order to perform as expected, bidirectional information and feedback (going both ways) is necessary whereby the manager and employee work as a team, they communicate with each other and they clarify expectations on a continuous basis so that the employee's performance, motivation, morale etc. are improved and the manager improves his or her ability for helping employees to perform better without affixing blame or determining pay etc..

Bacal (2007) indicates that the emphasis should be placed on communication and relationships between the manager and the employee rather than the completion of forms so that performance management and appraisal becomes a people process which engineers success for the employee, the manager and the organisation (a workable and practical approach reflecting principles from systems thinking and total quality management).

Gillen (2007) explains that the quality of interaction (performance discussions and actions) between managers and their staff is necessary for performance improvement because of the following:

- there is constant pressure to improve people's performance (in the public sector there is an increasing adoption of commercial practices and concepts and a huge pressure on costs)
- performance improvement comes from developing people's knowledge, skills, attitudes, perspective and relationships (e.g. communication, initiative, conflict resolution) rather than simply improving the procedures and practices
- the people who are in a position to affect staff development and performance are managers with performance management skills and attitudes.

These skills and attitudes are based on the premise of connecting staff motivation and behaviour to the results the organisation needs to achieve. With these skills and attitudes managers shift their focus from an appraisal which is just an event, a document and a formal process to an appraisal which is a continuous process whereby they become performance facilitators or technologists for developing maximum performance from their staff. These skills which are vital to both formal appraisal processes and effective management are the following:

- establishing a clear understanding of expected behaviour and performance levels (more than job descriptions, corporate competencies and "smart" objectives; differentiating with clarity what is acceptable and what is better or less than acceptable)

- monitoring and assessing performance (formally or informally; timely, easy to do, accurate and accepted by staff so that it is motivating)
- giving staff the best quality feedback possible (observations about what met, exceeded or fell short of expectations delivered at the right time and in the right way, a learning, coaching and relationship building activity making feedback a comfortable process which people will not need to avoid)
- correcting performance shortfalls quickly (handling such situations positively has a crucial effect on the staff member performance, the motivation of the rest of the team and the manager's credibility; investigating thoroughly and accurately the indicators of poor performance can highlight the reasons of the problems and can help in taking the best remedial action e.g. the remedial action will be different if it is a communication, a learning, an aptitude, an interference (resources, control), an attitude or a personal problem)
- building on performance successes and developing people to their full potential (for performing better within current roles or for more challenging roles by capitalising on the learning potential from work itself, by coaching and by making development a continuous theme).

Similar steps are recommended by Wilks (2008) especially in relation to the use of the appraisal process (in a firm of chartered accountants) for purposes of providing focus and ensuring that individuals' key strengths are optimally deployed (development). The steps of the process are as follows: set objectives, obtain feedback, appraisal, report to appraisees, escalate under-performance, development plan, monitor and support. The objectives and the development plan are completed by the appraisee, the self-diagnostic is completed by the appraisee and upward and peer feedback is received (accurate, fair, perceptive by recognising strengths and weaknesses). It is important to obtain the appraisee's buy-in, to use the process positively so that appraisees feel motivated, to assess performance more broadly than just financials, to provide coaching, support and clarity of direction, and to tailor the process for the particular firm.

Imperato (1998) explains below how a great job of giving ongoing feedback can be achieved so that people will get great at their jobs:

- feedback is not about forms; when forms are used as the basis of meetings the latter become awkward and anxious inspections instead of helpful and informal conversations (forms are useful for documenting the appraisal process and for various administrative purposes)
- delayed feedback is feedback denied (just-in-time, timely but not rushed)
- feedback is where you find it: there is feedback all around you if you pay attention; the employees should also make an effort in obtaining and making use of feedback
- giving people a raise is not the same as feedback
- always get feedback on your feedback: managers should not get carried away with self-delusion and they should check if their feedback was effective through candid feedback from the employees.

According to Lee (2006), feedback is the exchange of information about the status and quality of work and the roadmap to success. It can motivate, support, direct, correct and regulate work efforts and outcomes whereby employee and manager are synchronised and agree on standards of the work to be performed. It is not so much about appraising people (judgement or evaluation of past performance) but more



about communication for managing present and future performance, it is immediate and ongoing and it is a requirement for effective management.

D'Netto (2004) indicates that constructive and effective feedback enhances learning, ensures that problem areas are acknowledged and addressed and information is obtained and shared. Having a constructive discussion about how a person does his or her job can be helpful to the individual and revealing to the manager. Such constructive feedback should have the following characteristics:  
-specific, objective, timely, clear, with supporting evidence and actual examples of previous performance, balanced between positive and negative feedback with the latter seen as a developmental opportunity whereby appraisees are encouraged to find solutions to the problems with the appraiser support.

Business Owner's Toolkit (2009) explains below the pitfalls of constructive feedback and how they can be avoided:

- procrastination makes the situation worse (waiting until a situation is desperate, it is unfair, wasteful and counterproductive)
- conversation may seem artificial (try to be as conversational and natural as possible and focus on changing behaviour)
- timing the conversation is tricky (constant, immediate and regular communication subject to a healthy emotional state and the receptiveness of both parties)
- criticism seems personal and mean-spirited (never criticise the individual but focus on the actual behaviour as the former action will not lead to a permanent behaviour and performance change)
- anger and defensive behaviour are unpleasant especially when directed at you (when employees attack or challenge you the best strategy is to be respectful and listen actively so that by getting it off their chest they will be less resistant to change and they may tell you something useful you did not know)
- failing to ask the right questions can be costly (comprehensive with all the facts and perceptions, planning lists help in avoiding sidetracking)
- having hidden agendas is destructive (open and honest dialogue)
- taking things too personally and losing your objectivity can be harmful (resolve emotions like betrayal before work issues are discussed)
- avoiding your personal opinion is a good idea
- trying to do too much in one meeting is not a good idea as it may overwhelm the employee without adequate resolution
- failing to plan and rehearse can be costly (practising so that it becomes second nature)
- failing to document the conversation and your actions is not a good idea (the conversation may be misconstrued or it may form a basis for disciplinary action; it is easier to follow-up in an organised manner).

Heathfield (2005) explains below how feedback with impact can be achieved:

- specific and not general
- focuses on specific behaviour and not on persons or their intentions
- sincerely and honestly provided to help
- describes actions and behaviour that the individual can do something about
- requested feedback can be more powerful (ask permission to provide feedback)
- sharing of information and observations and giving advice when requested
- well timed
- what or how something was done and not why so as to avoid defensiveness

- feedback loops to confirm that the other person understood what was communicated
- consistency
- communication to a person or team regarding the effect their behaviour is having
- positive feedback (telling about good performance) should be timely and specific
- constructive feedback alerts an individual to an area where improvement is needed and as such it should be directed to the action and not the person
- constructive feedback helps people understand where they stand
- recognition for effective performance is a powerful motivator.

According to APSC (2000), feedback provides staff with information, advice and assistance for contributing fully to the achievement of organisational objectives. Feedback is generally informal, it involves the exchange of information between a manager and an employee about how they can best work together so as to achieve organisational goals, it requires the manager to clearly communicate to the employees what is expected in terms of work performance and inform them regularly of the extent to which they are meeting those expectations. Effective feedback is characterised by the following: open and two-way communication, timely and regular, factual and specific, understood, honest, constructive, followed-up, positive, motivating, developing and participative.

According to Nykodym (1996), performance appraisals can be a useful communication and feedback tool for clear goal setting and performance planning. They improve the manager-employee relationship and interaction and they enhance coaching, trust and employee involvement. Informal appraisals should be an ongoing activity. Formal appraisals could be staggered according to employee anniversary dates instead of reviewing all of them at the end of the year. Appraisals increase motivation and productivity, they facilitate discussions about growth and development, they can be a basis for salary administration (subject to availability of resources, fairness and equity) and they provide data for human resource decisions.

Falcone and Sachs (2007) indicate that performance appraisals are not an end but a means which help supervisors lead more effectively through ongoing feedback and engagement with subordinates so that they are motivated to focus on performance excellence. The appraisal sessions should be well planned and organised, short-term and long-term goals should be set, the employee input should be elicited and problems or “sticky” subjects such as promotions and disagreements should be handled with care.

Falcone and Sachs (2007) mention that the sharing of differences in the perception of work performance provides to the employee and supervisor the opportunity to openly discuss in a safe, gentle and nurturing environment with mutual respect.

According to Furtwengler (2000), employees need a balanced and encouraging feedback as well as a constructive critique so as to help them improve on their weaknesses and run with their strengths as well as establish and achieve goals and priorities. The following action points are relevant:

- communication skills for both managers and employees, recognise and celebrate employees’ accomplishments so as to enhance motivation, correct recurring errors, communicate expectations, indicate interest in employees’ success, guide employees on their personal development, completeness, listening, respect, cooperative and encouraging style, mood impact, tone of communiqué.

The issue of the frequency of feedback and appraisals is elaborated further by the following authors.

Heskett (2006) indicates that for many people any appraisal system can work as long as there is continuous feedback i.e. the appraisal is never a surprise but a continuous loop of planning, coaching and feedback.

CMI (2006) suggests the following action points regarding feedback:

- appraisals and feedback should be carried out as often as it is necessary, they should be constructive and include guidance, coaching and support
- an appraisal interview should be an honest and open discussion and both the manager and the employee should prepare well for it
- development, growth and motivation for improving performance
- focus on issues, problems, results and behaviour and not personality or other subjective issues.

According to ACAS (2008), the frequency of appraisals and feedback depends on the organisation, the employees and the objectives of the system but it is important to review performance on a day to day basis and inform employees regularly of their strengths and weaknesses so that there are no surprises for them when they are formally appraised.

Allen (2003) indicates that there should be at least two formal meetings with each employee every year (one at the beginning to plan and one at the end to review) and in between managers should continuously coach their employees.

According to McIntosh (2001), regular, frequent, and balanced performance feedback is the most powerful leadership tool for enhancing productivity, employee satisfaction, continuous learning and creativity.

The issue of the appraisal interview is elaborated by the following authors.

ACAS (2008) advises the following regarding the appraisal interview:

- employees given adequate notice of the interview and self-assessment forms (strengths, weaknesses, obstacles, targets, training, development) for helping them to prepare
- at least one hour set aside for the interview
- comfortable seating arrangements and informal atmosphere
- interview free from interruptions
- the appraiser should explain the purpose and scope of the interview
- discuss the job in terms of objectives and demands
- encourage the employee to discuss his or her strengths and weaknesses
- the appraiser and the employee should jointly suggest ways in which the employee's good work should continue and how she or he can achieve further improvement including agreed developmental and training needs for the current job or the future
- discuss how far agreed objectives have been met and the reasons (incl. uncontrollable events) for performance variations and agree future objectives
- the appraiser should explain how an appeal can be filed if there are disagreements on the appraisal markings

- ask questions that draw out the employee's reactions and ideas (their achievements, things they are least pleased with) and avoid leading and closed-ended questions
- put employees at ease by starting with casual and routine remarks and discussing first the strong points and achievements
- after the interview the appraiser should summarise the points of the discussion and the action which was agreed and give a copy to the employee and then follow-up on any points and carry out any agreed action e.g. eliminate obstacles, organise training.
- adequate training, time, resources and feedback for appraisers (immediate managers who delegate work and monitor performance) for fair and objective assessments and effective appraisal interviews
- checking that interviews are held and forms are completed correctly and on time and the appraisers being held accountable for this task
- senior managers obtaining employees' views at first hand and ensuring reporting standards are consistent.

According to Kelly et al (2008), when the appraisal interview is used as a developmental strategy and not as a punishment it can reduce awkwardness and it can focus on goal accomplishment, current job performance, skill and knowledge level, strengths and weaknesses, how to get better and how well the individual works with others. This can be achieved with a clear briefing on what the appraisal interview is and is not, a clear definition of employee roles and expectations, an outline of the areas to be addressed and of the types of evaluative measures, mutual respect and not making good evaluations for the sake of making friends, active rater listening, coaching and mentoring, open, honest and meaningful communication, sufficient preparation, enough time, a written follow-up report with description of tasks being undertaken, recognition of the employee self-appraisal, an agreed plan and joint ownership for tasks and goals for the future.

D'Netto (2004) mentions that even though the right way to conduct an interview is whatever works best for the individuals involved, an effective, motivating and constructive interview should be guided by the following principles:

- enough time should be allowed, opportunity for reflection on undertaken professional development activities, both the appraisees and the appraisers should prepare for the meeting and work together positively during the interview, clear structure so that there are no surprises and all parties being aware of what will be involved (e.g. agenda topics to be discussed, items on the preparation checklist, setting of objectives), avoiding digressions and ensuring that future actions are agreed and recorded, actions (issues listed on an action plan with target dates, agreed and signed off by both parties), reviews (the appraiser should summarise the agenda items that have been discussed and agreed target dates should be set for reviewing the actions). The interview should be seen as a dialogue between individuals and their managers for expressing feelings and exchanging views about the job. Such views should also include the assessment of appraisee aspirations (an agreed professional development plan which affects training needs and a longer-term career plan).

According to CIPD (2007), the manager and employee should be engaging in a dialogue about performance, development and support which should be a free flowing conversation with a frank exchange of a range of views for reviewing and measuring past performance against targets and agreeing development and improvement plans. The right way to conduct an appraisal interview or meeting will depend on the nature

of the business and the people involved. The following guidelines enhance the effectiveness of appraisal meetings:

- preparing for the meeting by both the appraiser and the appraisee
- self-assessment encourages employees to be involved actively in the process
- appraisers listening actively and appraisees doing most of the talking
- scope for reflection and analysis
- analysing performance and not personality
- avoiding to concentrate only on recent and isolated events
- focusing on achieving objectives and how they are achieved
- recognising and reinforcing achievement
- constructive criticism
- ending positively with agreed action plans
- developing appraisal skills through training: asking the right questions (open, probing), active listening, giving positive feedback.

Positive feedback is characterised by the following: factual with evidence for promoting understanding and reinforcement of positive action, access to readily available information on performance and progress, related to actual events, behaviours and actions, describing and not judging events, questions for soliciting the individual's opinion why certain things happened, encouraging people to come to their own conclusions about what happened and why, understanding about the things that went wrong and an emphasis on putting them right rather than censuring past behaviour.

Heskett (2006) indicates that managers should be well trained for conducting performance reviews i.e. during the appraisal interview to be concerned with the employee and the future and not about the appraisal interview.

Thompson et al (1999) explain the appraiser role during an interview as follows:

- the interview is a useful communication channel and a time for appraisers to reflect on their thinking and views
- it is difficult since it is an open process whereby the appraisees could ask about anything (more pressure on the appraiser especially if the appraisee belongs to a different professional specialism or culture e.g. a team of nurses appraised by a doctor or if the appraisee is older and more experienced)
- more preparation and explanation on performance feedback
- a time consuming process especially for appraisers
- the appraisees may not be taking things seriously so that it becomes a paperwork exercise
- negotiating skills are necessary when the appraisee and appraiser views differ
- training for appraisers with sufficient attention to the behavioural elements of appraisal interviewing i.e. the appraiser to act like a friend, to handle conflict, to make the appraisees understand expectations and how to improve performance.

The interconnected issues of documentation, legal aspects and computerisation are explained by the following authors.

Allen (2003) indicates that managers should keep a written log of all employees' performance (i.e. objective facts and evidence and not subjective opinions) and should not try the last minute to remember everything that happened because humans have

imperfect memories, they tend to focus on the negative and they tend to remember the most recent events (recency bias).

According to Falcone and Sachs (2007), documentation is important because of the following reasons:

- evidence and reminder of employee's performance, protection against lawsuits for bias, discrimination, unfair dismissal etc., objectivity is enhanced as evidence of performance is used instead of personality.

Falcone (2007) indicates that, even though documentation is necessary, performance appraisals should not end up being an exercise of compliance and form filling.

ACAS (2008) recommends simple and straightforward appraisal systems with minimum paperwork. The paperwork or documentation should consist of written records for employee feedback and for monitoring the effectiveness of appraisals by senior managers. The content of the forms will depend on the organisation, the employees and the objectives. Employees should see their appraisal report, sign the completed form and express their views especially in relation to the fairness of the assessment and the consistency of the assessment with the verbal feedback received so as to encourage managers in producing true and accurate assessments and in substantiating their comments.

ACAS (2008) also mentions the legal considerations that need to be considered. Appraisals may not be required by law but there are aspects of employment legislation which affect appraisals e.g. disclosing information about the operation of a system and the criteria to be used to trade unions for purposes of collective bargaining, the Data Protection Act, the Race Relations Act, the Sex Discrimination Act, the Employment Equality Regulations and the Disability Discrimination Act.

ACAS (2008) also talks about the necessity of an appeal procedure for preserving the credibility of the appraisal system and they recommend the following:

- the appeals can be filed through a special procedure or the grievance procedure
- the employee could be assisted by a union representative
- the appeals should be addressed to a more senior manager than the appraiser
- the appeal committee could include a union representative
- the appeals should not be used to punish poor performers or negotiate better markings and payments but instead to help employees improve their performance
- frequent use of the appeal procedure may mean that the system is problematic and needs to be modified or further appraiser training is necessary.

The computerisation of the appraisal process is commonplace nowadays and this is mentioned by various authors such as Robb (2008) who indicates that the online or automated performance appraisal market is the fastest growing area of human resource software. It includes electronic forms and features for managing the work flow and analytics. It enhances the efficiency and effectiveness of a performance appraisal system by getting rid of time consuming tasks and by concentrating more on the issues that are important.

Business Wire (2003) mentions some performance appraisal software examples such as the web based application "Grote Approach" which eliminates the inefficiencies of manual or paper-based appraisal methods and simplifies the way managers set goals, communicate expectations and assess employee performance.

## **3.7 - Recognition and Rewards**

### 3.7.1 - Introduction

According to the literature, the views regarding recognition and rewards are rather mixed as some authors consider the rewards as important and others do not.

As explained in the introduction, the primary aim of the project is not the development of a PAS which will be used primarily for determining salaries, pay rises and other monetary benefits but the development of a PAS which will be used primarily for enhancing performance. The reason for this approach is the following: in the public sector in Cyprus you cannot stop salaries or salary increments which are automatic or terminate employment if performance is substandard and you cannot give extra salary increments or bonuses if performance is improving or is outstanding; what happens instead, is that people are promoted to higher positions and their salary increases due to the promotion. Another reason for this approach is the following: a PAS which is geared towards maximum performance can be distorted and politicised and its developmental nature can be diluted if increments and pay are used to create a greater sense of a performance culture (Thompson et al (1999)). However, in addition to the primary aim of enhancing performance, it is possible for the new PAS to be used for determining promotions as well as other monetary (inexpensive) and non-monetary rewards which could be introduced and motivate the staff without affecting their salary; it might also be used for determining bonuses which could be distributed to employees with outstanding performance provided the employees, trade unions and management support that and it is permitted by the government and the parliament so that CTO includes in its annual budget a certain amount.

Even though the rewards and pay for performance are not a central theme in the project and even though they have been criticised by many (see below), I am mentioning some of the principles of pay for performance plans and the rationale of reward and recognition practices that have been explained by some authors (see below) because I believe that it is important to develop a more comprehensive and holistic view about performance appraisals. The research participants are asked to express their views on these issues (pay for performance plans, monetary and non-monetary rewards) so as to find out how important pay and rewards are for them in relation to maximising their performance (see chapter 7); the conclusions and recommendations of the project incorporate the participants' views on these issues irrespective of the difficulty of providing sufficient rewards and implementing a pay for performance system in a public sector organisation (see chapter 8).

### 3.7.2 - Consistency of my views with the indications of the authors

The authors' indications which are mentioned in this section are consistent with my views apart from the critics of recognition and rewards. My views are also consistent with the indications of other authors which are mentioned in other sections ("background of performance appraisal", "goals") of this chapter and which are also applicable to this section. My views are the following:

-The recognition/rewards (non-monetary and/or monetary rewards over and above the salary) are important because they provide the employees with reassurance (part of human nature). The recognition/rewards motivate performance improvement as long

as they are related to performance (rewards based on assessments which reflect true performance). The PAS and the reward system should be linked but separate systems for purposes of minimising distortion. The reward system should be based on the PAS in relation to the appraisees' true performance on which the rewards must be based. In addition, the assessments under the PAS must not be conducted at the same time as the award of the rewards under the reward system (recognition for performance).

-When a PAS is used primarily for determining salaries and other monetary rewards such as promotions it becomes distorted and politicised and its performance and developmental nature is diluted. The appraisees are motivated by rewards but they are not motivated to improve their performance as the rewards are not related to performance (the rewards are based on assessments which do not reflect true performance: distortion). When the promotions are not related to performance the low performers are not prevented from being promoted. Thus, the human resources are not effectively utilised since the low performers are promoted for deteriorating or not improving performance (promoting dysfunctional behaviour).

-The human resources can be effectively utilised when the reward system is based on an effective PAS i.e. the promotions and other rewards are based on assessments which reflect true performance (a valid, reliable and fair basis). The goals method (see "goals" section) is a fair, valid and reliable basis for assessing, improving and rewarding performance since the appraisees' true performance can be objectively, fairly and accurately measured through fact-based evidence. Thus, the phenomenon of the distortion of ratings (e.g. subjectivity, inconsistent interpretation of the rating scale and criteria, personality, leniency bias, strictness bias, interpersonal relationships, recency bias, pay and rewards, unsuitable appraisers) is minimised.

-The reward system should not be based on the appraisees' qualifications and seniority as the appraisees' knowledge and experience are reflected in their performance.

-The reward system should provide the appraisees with both monetary and non-monetary rewards e.g. promotion, bonus, acknowledgement, public appreciation, empowerment. The non-monetary rewards are sometimes more important than the monetary rewards because of the intrinsic satisfaction and the powerful motivation they provide. The non-monetary rewards should be provided to all the appraisees who meet their performance targets. The monetary rewards can be provided in the same manner as the non-monetary rewards but as it is common for monetary rewards to be limited the appraisees must be ranked so that the available monetary rewards are awarded to the appraisees with the highest performance.

-The PRP (performance related pay or salary based on performance) also motivates performance improvement as long as it is based on an effective PAS (see above). However, the introduction of the PRP is not compulsory and may be not necessary in organisations which manage to motivate performance improvement through performance related rewards (non-monetary and/or monetary rewards over and above the salary: see above). The PRP should not be introduced hastily but carefully and wisely so as to avoid penalising unfairly the employees with a low salary. In addition to the effective PAS mentioned above, the employees' opinion in relation to the conditions under which the PRP will operate (e.g. applicable to the total or part of the salary) is important for purposes of its successful implementation. The introduction of the PRP in a public sector organisation which provides the employees with the privilege of salary security will be more complicated as the consent of the government will also be required (employment terms and conditions which are regulated by government policy and legislation).



### 3.7.3 - Indications of the authors

Some of the arguments against pay and rewards which have been explained by various authors are outlined below.

Gray (2002) points out that for many years employers have been trying to link performance appraisals to pay and rewards so as to motivate employees to work harder and smarter but there is little hard evidence that such a practice elicits the desired effects. On the contrary, such a practice may be a waste of time because performance appraisals are inherently flawed (it is not an objective observation process but it is distorted by the evaluator bias) and cannot be used for manipulating complex human work behaviours. Instead, a system by which employees are paid a fair market wage is a better business practice.

Deming (in Finlow-Bates (2000)) argues that for most people and most of the time the final result is beyond their control or influence and rewarding them for success or punishing them for failure is neither fair nor logical.

According to Yemm (2005), employees are not motivated solely by the paycheque.

Harvard University (2001) suggests that performance should be favoured over punishment or rewards. He explains that care should be taken when linking performance measurement to rewards and penalties as poorly structured incentive systems can backfire, discourage employees and even reward dysfunctional behaviour (e.g. if the task at hand requires sharing of information and cooperation a system which rewards individual performers can inhibit collaboration). Therefore, before performance measures are used for reward purposes they first need to work for communication, motivation, feedback, learning, alignment, coordination and commitment (it is more difficult to have flexible rewarding mechanisms in the public sector for rewarding strong performers or allocating funds to promising programmes).

According to Milkovich et al (1991), there are differences between public and private employees in relation to money (e.g. non-monetary motivators are important in the public sector), job satisfaction, security and commitment. For example, new entrants in the public sector may have higher achievement needs and tend to value economic wealth less. Public managers are attuned to public perceptions of their effectiveness and the overall usefulness of the policies and programmes they administer and they tie their job satisfaction to their perceptions of “appreciation” by the public e.g. they may perceive the generalised “bureaucrat bashing” as a personalised attack.

Milkovich et al (1991) explain how unique constraints and problems in the public sector make difficult the transferability of the private sector experience regarding pay for performance systems. It is not about mismanagement or implementation stupidity but about the nature of the personnel system, the intermingling of political responsiveness with effective management and the marshalling of scarce resources for a policy activity that never ranks high on the national agenda. Merit pay in the private sector does not involve partisan political considerations in the determination of pay levels of career employees. Applying the private sector practice of manager-employee exchanges about organisational and individual performance objectives in the public sector could be perceived as promoting partisan manipulation. The conditions found

in the private sector (the management system provides full financial and organisational support for effective administration, managerial discretion and flexibility and managerial authority for an effective performance appraisal, shared values and trust, ability to link individual performance to organisational goals, agreement about organisational and individual standards of success, low turnover at the managerial levels) and which are necessary for making performance pay successful are not easily met in the public sector (more open to external influences but less able to respond to them) because of the following:

-the division of leadership between the political and career employees (political executives in leadership positions create obstacles to change i.e. the dual executive characteristic of many public agencies creates a system in which decisions are made according to short-term policy goals at the upper levels of the organisation and according to longer-term programme goals elsewhere. Goals can be diffuse, unclear and contradictory but even if they are not the ability to communicate them to the career bureaucracy is attenuated by the lack of experience and short tenure of many political executives. Functioning with two sets of managers makes congruence and coherence difficult to achieve as there is no single leadership that creates a coherent culture and shared values that are necessary for successful appraisal systems)

-the lack of managerial control over personnel and resource systems (porosity of organisational boundary: controlling influences shift from internal to external actors especially for controlling and directing organisational resources. Disbursing authority among competing institutions whereby congress members, administration officials, interest groups and citizens influence bureaucratic actors so that organisational goals are further obfuscated and the authority issue is further complicated since the external influences such as the congress have controlling influences on the organisational resources)

-the ambiguity of goals and performance criteria and the multiple authority centres for employee accountability.

All of the above make managers unable to make personnel decisions and employees distrustful of the performance appraisal and pay allocation systems; in addition, they cannot see a link between their performance and their pay.

Milkovich et al (1991) talk about the risks of pay for performance plans (e.g. the individual incentive plans) i.e. they may be unsuitable in complex, interdependent jobs requiring work group cooperation and in an economic environment that makes job loss or the manipulation of incentive performance standards likely, employees may neglect job aspects that are not covered in the plan performance goal, they may encourage gaming or the reporting of invalid performance data especially when employees distrust management and they may clash with work group norms resulting in negative social outcomes for good performers.

They also talk about merit plans (inc. management by objectives) which they find more suitable for complex managerial and professional jobs. However, they indicate that the motivation and performance effects may be diluted as the performance objectives are not very specific and employees may see them as less doable, subject to multiple interpretation and their attainment less clearly linked to performance. In order to avoid these problems, there needs to be sufficient employee-supervisor interaction through feedback etc. and bargaining during objective-setting; hence, increasing employees' commitment and understanding of goals as well as employees' feelings of trust toward management (training for the above is recommended for both the supervisors and the employees).

They also explain that merit plans in the private sector serve as a means of guiding managers' decisions about pay increases in a way that is consistent with a meritocratic personnel philosophy and ethos i.e. ensuring that pay increases are tied to individual contributions and that the increases are consistently distributed to employees in a fair and predictable manner; thus having the benefit of identifying top and bottom performers and the flexibility and ease to bring a top performer into any job or position and to dismiss a bottom performer who does not meet performance standards.

Gabris and Ihrke (2001) mention that if employees are to be rewarded on some type of performance basis, they need a method for rating, measuring and scoring work performance in a routine way. Even though performance appraisals can provide objective measures of worker productivity, empirical research does not support the relationship between performance appraisal and merit incentives.

According to Kohn (1993), when reward systems fail (and they do and that is very costly) the problem does not usually lie in the reward programme but the premise behind it (inadequacy of psychological assumptions) i.e.:

- pay is not a motivator
- rewards punish, demoralise (when they are not obtained) and manipulate instead of helping people to progress and learn
- rewards (competition and ranking) rupture relationships, cooperation, quality, honesty and support among employees and between supervisors and subordinates
- rewards are used as substitutes (instead of feedback, support, leadership, management etc.) and they do not focus on the causes of problems so that problems are not solved
- rewards discourage risk taking, creativity, exploration, challenge and innovation and they encourage predictability, simplicity, focus on numbers, manipulation of the schedule for completing tasks and unethical and illegal behaviour (there is motivation to just get the reward and not to improve performance and in the end people demand extra rewards for anything that they do)
- rewards undermine interest and intrinsic motivation which leads to commitment to excellence and optimal performance (people who do exceptional work do not work to collect a paycheque, even if they are glad to be paid well, as they are intrinsically motivated and they love what they do so that artificial incentives cannot match that; people lose interest when they feel that they are constantly controlled for determining if they are worthy of a reward or even when conditions are set and something is presented as a prerequisite for something else)
- rewards undermine in general the very processes they are intended to enhance
- rewards (incentives, extrinsic motivators) achieve only a temporary compliance and not an enduring commitment to actions and values or a lasting change in attitude and behaviour in the same way that punishment does; usually people who expect higher rewards do not perform as well as people who do not expect higher rewards; promising a reward to someone who is unmotivated is like offering salt water to someone who is thirsty
- rewards are like bribes and bribes do not really work in the workplace.

It is important to mention a few things about motivation which is so relevant for appraisals, pay and recognition practices.

According to Milkovich et al (1991), the motivational possibilities of performance appraisals are qualified by several factors e.g. performance evaluations remain to be a judgement of one or more people about the performance of another with all the potential limitations of all judgements (e.g. inaccuracy, performance evaluations are not the only source of performance information and employees usually prefer other sources of information like informal interactions with supervisors, talking with co-workers, own personal feelings and specific job-generated indicators).

They also mention that employees will be influenced and motivated by performance appraisals to modify their behaviour provided they believe that the performance appraisal is a reasonable estimate of how they performed. They will accept the performance appraisal if they believe that the person who completed the review is credible regarding the ability to accurately appraise the employee's performance i.e. expertise and knowledge about the appraisee's job and work during a specific time and trust which enhances the appraiser's freedom to be honest in the appraisal and the quality of interpersonal relationship between the two parties. The nature of the message also affects the acceptance of performance appraisals e.g. employees accept positive and reject negative information about themselves and they rate themselves higher than what their supervisors do; in case of discrepancy, the employee will either act in line with the supervisor's rating or deny the validity of that rating. It is usually the case that the latter alternative is chosen especially when good performance criteria are not concrete like in managerial jobs and that is also one of the reasons why performance appraisals fail to achieve their desired motivational effect.

They also mention that in high-commitment work systems motivation, attachment, quality and productivity are positively affected when human resource policies and practices are highly congruent; motivation in such systems is not governed solely by pay or the relationship with the boss or the nature of work but by a multiplicity of organisational practices such as organisational design, management style, information and feedback and employee involvement. The internal consistency of these practices reinforces employees' perceptions of the organisation's fairness and equity.

Employees' confidence and trust in management, their opportunities to participate in setting performance goals and the availability of channels for appeals of performance appraisal ratings and merit allocations can influence both their motivation to perform and their assessments of the fairness of performance appraisals and pay for performance plans.

Milkovich et al (1991) explain how individual performance is motivated. They explain that performance information influences work motivation as follows:

- contingency theory (beliefs about the causal connection between performance and pay i.e. belief about the degree of association between behaviour and performance and belief about the degree of association between pay and performance)

- intrinsic motivation (tasks are intrinsically motivating when the person performing the task feels a sense of accomplishment-a basis for judging own performance: performance evaluations are necessary before someone feels the sense of accomplishment; the incentive of accomplishment may be sufficient to maintain high performance)

- cueing the individual into specific behaviours that are necessary to perform well (a positive or negative performance evaluation provides information to the individual that his/her actions in the past are valued or not valued by the firm; thus increasing the probability that what was done in the past by the individual will be repeated or not repeated in the future).

Milkovich et al (1991) indicate the conditions under which pay for performance plans work best under the spectrum of the theories which explain why pay increases contingent on performance might motivate employees to expend more effort and to direct that effort toward achieving organisational goals:

-expectancy theory (employee motivation is enhanced and the likelihood of desired performance is increased under the following conditions: employees understand the plan performance goals and view them as doable given their own abilities and skills and the restrictions posed by task structure and other organisational context aspects; also, there is a clear link between performance and pay increases that is communicated and followed through and employees value pay increases and view them as meaningful when associated with a plan e.g. large enough to justify the extra effort)

-goal-setting theory (conditions under which employees see plan performance goals as doable and the goal-setting process will improve employee performance: goals are specific, challenging and accepted by employees; there is feedback and supervisory support; the pay for performance plan makes the pay increases contingent on goal attainment meaningful).

The following authors explain some of the principles of pay for performance systems and the rationale for reward and recognition practices.

Furtwengler (2000) refers to recognition (inc. money) as one of the factors that influence employee satisfaction. The rest of the factors are the following: variety, growth, learning, participation and security. He mentions that money achieves a more comfortable lifestyle and for some people it keeps score of their success but it does not necessarily mean that employees become happier. He explains that satisfied employees are happier and stay with the company, they are absent for fewer days, they file fewer grievances, they complete their work more quickly, they produce higher-quality work, they find ways to improve their effectiveness and they share their enthusiasm with colleagues.

He also advises the following regarding compensation decisions:

-separating performance appraisals from salary reviews, the value of performance or result must exceed the amount of the reward, not all performance improvements are valuable, quantifying the value of performance improvements.

D'Netto (2004) states that the appraisal provides an opportunity for successes to be acknowledged.

According to Deeprouse (2006), the reasons for recognising employees are the following: grow organisational revenues and profits, retain best employees and recruit top new talent, inspire peak performance from all employees.

She mentions the following guidelines for recognising employees:

-determine goals and get employee input, determine and communicate specific and measurable reward criteria, rewards aligned with stated values, recognise behaviours and outcomes, individualise rewards, saying "thank you" a lot, boost employees' self-esteem, foster intrinsic rewards, reward the entire team for team accomplishments, develop a reward work environment.

She also talks about the ways employees can be recognised:

-rewards for accomplishing pre-established goals, regularly scheduled recognition events, contests, ongoing reward programmes, privileges, work adjustments, recognition not costing money, trophies and gifts, broadcasts, team specials, special events, day to day feedback, lifestyle rewards, peer to peer recognition, recognition for bosses, customers and contractors.

Katzenbach (2000) indicates that employees can be motivated to exceptional performance through recognition as follows:

- mission, values and pride (reinforced with internal and external recognition)
- process and metrics (employees who meet and exceed their metrics are recognised, respected and rewarded)
- entrepreneurial spirit (employees are rewarded in proportion to what they create and the personal risk they incur)
- individual achievement (employees are recognised and rewarded in proportion to their personal accomplishments)
- recognition and celebration (widespread recognition and reward, lots of specific events, visible high energy, social interaction and fun, employees will be recognised, rewarded and celebrated in dozens of ways for their collective and individual contributions; they will be working in an environment alive with enthusiasm, excitement and fun and wherein formal compensation is of secondary importance).

According to ACAS (2005/2008), appraisal related pay is a method of payment whereby an employee receives increases in pay based wholly or partly on the regular and systematic assessment of job performance. A well designed and implemented scheme (which fits with the management style and culture of the organisation) can be a fairer means of recognising that more effective performers should receive a higher pay thus linking effort with reward and improving morale as well as minimising the scope for complaints about subjectivity in assessment and divisiveness in operation.

The benefits that derive from such a scheme are the following:

-emphasising the importance of effective performance, encouraging increased productivity, involvement and commitment and in consequence improved quality and customer service, targeting resources more effectively, retaining and motivating employees.

In order for the benefits to materialise, the following criteria should be met:

- the scheme should be based on an effective payment system, on accepted salary levels and on objective and properly measured criteria
- the scheme should be appropriate to the organisation and introduced only with the aim to improve performance.

The scheme should not be implemented in the following cases:

- as a substitute for adequate basic rates of pay or general increase in wage rates
- in organisations where performance is improved through appraisals and the setting of systematic and achievable objectives
- as a “market supplement” payment for retaining certain groups of employees; it will fail since it will be discriminating in favour of certain employees by giving them additional payments and it will not induce improved performance as it will not be seen to be rewarding better performance.

The following difficulties could be encountered:

- employee relations may suffer if the scheme has not been designed and introduced sensibly in an environment where there is trust or readiness to adapt to the change

- employees will be demotivated and discouraged if they are not aware of the levels of performance they need to attain or if the awards are not applied consistently across eligible participants
- financial constraints (budgets, quotas) restricting the extent and amount of the awards reduces the credibility of the scheme
- tendency to mark higher each year for retaining employees; the beneficial link between rewards and performance is lost and salary costs go up but not performance
- there will be employees who will not want to be transferred to another department if they think that learning the skills of a new job will jeopardise their awards
- the scheme may be inappropriate for the organisation e.g. if pay determination is highly centralised a scheme that relies on openness and the judgement of line managers may not be suitable
- some trade unions and employees may be hostile to such a scheme as the principles of an individualised method of payment are inconsistent with the principles of collective bargaining.

Every organisation is unique and therefore the scheme should be tailored to meet the specific organisational needs; the following principles of good practice enhance the effectiveness of a scheme and they can be applicable in many situations:

- commitment from managers by being convinced that the scheme is appropriate and important for motivating employees to improve performance
- management role in defining the required standards of performance and behaviour and in explaining to employees the performance assessments
- allocation of sufficient resources as the scheme may be costly and time consuming
- link with appraisal (a systematic, fair and effective appraisal scheme is the backbone to the scheme and the basis for assessing rewards, the award and the appraisal should not take place at the same time as the appraisal is more concerned with performance and development rather than awarding a reward; but the interval between them should not be excessive as the award has to be based on recent performance)
- consultation, negotiation and involvement in a participative approach to change; the scheme should not be introduced retrospectively but through consultation with the employees by explaining to them the need for the scheme and how beneficial it is for both the organisation and them - a suitable and flexible scheme for accommodating the needs of the organisation
- extensive and clear communication has to take place before implementation so that employees know what is expected of them and what to expect from the scheme e.g. how the scheme affects their pay so as to reduce misunderstanding, scepticism and fear and to encourage trust
- adequate training
- simplicity and openness
- fairness and consistency
- appeals help in the consistency of treatment and the maintenance of a credible system
- regular monitoring and evaluation of the scheme through employee consultation and necessary amendments made so that objectives will be met.

Performance is related to pay as follows:

- assessing performance
- performance against objectives
- considering job performance as a whole
- using both methods of performance assessment (the “objectives” and the “performance as a whole”) for obtaining the benefits of both methods
- paying for performance.

The awards should be managed in consultation and in negotiation with employees for a fairer, more credible and better designed scheme which meets employees' aspirations:

- methods of payment and timing
- controlling the amount and distribution of the awards
- application to certain groups of employees.

### **3.8 - Summary of the Main Themes**

According to the preceding literature review and analysis (see also the figure about the model of an effective PAS in the "basis of model" section), the main themes or factors which make a PAS effective in relation to performance improvement are the following: participation, goals and feedback. The rewards are also relevant but they are not considered as one of the factors i.e. the rewards under a reward system are determined by the performance under a PAS (separate but linked). The main factors are interlinked, interdependent and broad and they consist of certain criteria or principles (e.g. organisational goals consistency, "smart" goals, continuous communication, monitoring, coaching, participation in all levels and by everyone, training, evaluation of the system) so as to achieve improved performance, learning, development, fairness, accountability, motivation and commitment.



## **CHAPTER 4: REVIEW AND ANALYSIS OF THE REGULATIONS OF THE CURRENT PERFORMANCE APPRAISAL SYSTEM (PAS) (Review and Analysis of Organisational Documentation)**

### **4.1 - Introduction**

The regulations have been documented (see appendix 6-the original version is in the Greek language and I have translated it in the English language), reviewed and analysed (see appendix 7). All the provisions of the regulations are analysed (see appendix 7) by comparing them with the literature review (chapter 3) and with what is actually happening (current situation) at the Cyprus Tourism Organisation (CTO). The provisions of the regulations (see appendix 7) are classified under the main categories or themes which derive from the literature and which represent the “main factors” of an effective PAS. Even though certain provisions of the regulations relate to more than one factor (due to the nature of the factors: according to the literature review in chapter 3, (Roberts (2003), Schweiger (1994)), the factors are interdependent), they are mentioned under only one of the factors (the most relevant and significant) so as to avoid repetition.

The evidence that supports the analysis of the current situation at CTO derives from my experience (as an appraiser and as an appraisee) of the current PAS (insider perspective) and also from information which was collected from the Administration Department which deals with the administration of appraisals (see appendix 7). The information which was collected from the Administration Department is the information which I could not have known from the capacity of either the appraiser or the appraisee.

There are both advantages and disadvantages in using my experience (insider perspective) as part of the evidence that supports the analysis of the current situation e.g. complete and accurate information by being fully involved and knowing the problem well enough, e.g. possibility of bias (e.g. use of terminology) by being too close to the problem and having an interest in the issue being investigated (see chapter 5 for more details regarding the advantages and disadvantages of the insider researcher). Bearing in mind the above, I tried to maximise the advantages and minimise the disadvantages e.g. I tried to keep an open mind and be as objective as possible and I triangulated (validity and reliability) the analysis in this chapter with the findings of the interviews and the questionnaire (see chapter 7 for more details). The main findings of the detailed analysis in appendix 7 are summarised and discussed below. The detailed analysis in appendix 7 consists of the following: a rationale under each provision of the regulations which explains whether the particular provision is consistent or inconsistent with the literature review and the current situation and whether the consistency or inconsistency represents a strength or weakness.

The analysis in this chapter includes at the end a comparison between the PAS of CTO and the PAS (inc. similar studies or projects which may have been carried out with the intention of improving the PAS) of the government and other similar public sector organisations in Cyprus.

### **4.2 - Summary of the Main Findings**

The detailed analysis in appendix 7 indicates that there are various weaknesses under the current PAS. According to the indications in appendix 7, the weaknesses which

have been identified derive from the system (i.e. the regulations require the use of a deficient procedure or they do not require the use of an appropriate procedure) or from the fact that certain requirements of the system (which are appropriate) are not being adhered to and other requirements (which are inappropriate) are being adhered to. Some strengths have also been identified (see appendix 7) which derive from the system (i.e. the regulations require the use of an appropriate procedure or they do not require the use of a deficient procedure) or from the fact that certain requirements of the system (which are appropriate) are being adhered to and other requirements (which are inappropriate) are not being adhered to. The appropriateness or deficiency of a procedure or a requirement has been assessed according to the literature review in chapter 3 (“main factors” of an effective PAS) by referring to relevant authors where appropriate and by expressing my opinion as well.

The main findings (classified under the “main factors” of an effective PAS) of the detailed analysis (both strengths and weaknesses) are outlined below.

#### 4.2.1 - Goals

There is no assessment of the true performance of the appraisees (e.g. most of them are rated as “excellent”; an unrealistic phenomenon) and no appraiser training (not prescribed by the regulations) on how to do that (i.e. how to measure and monitor performance and how to do that objectively).

The appraisers conduct the assessments on the basis of the personality (instead of performance) of the appraisees and their own subjective judgement (which may be biased).

The assessments are conducted on the basis of the traditional rating scales method (using a 4-point Likert scale instead of an odd number scale; inadequate measure for assessing people especially when the points are few) which, according to the literature, is less costly and time consuming than other methods but which does not help employees improve their performance and develop themselves (unlike other methods which manage to achieve that); thus, in the long run it becomes more costly. The criteria or qualities which are assessed did not change since the time the regulations were adopted (in 1970) and it is most likely that they are out of date as the organisational and environmental circumstances have changed since then. It is also not clear when these criteria become applicable. In addition, the use of the same criteria for all employees or positions is not suitable as different positions involve different tasks and responsibilities and in consequence different criteria.

There is no process (not prescribed by the regulations) through which the system can be reviewed regularly and amended in consultation with the employees and trade unions so as to be in line with new circumstances. The Ex-Director General has made some amendments to the system (contrary to the regulations as the regulations do not provide for amendments) without the consultation of the trade unions and employees. The amendments have been revoked later following the trade unions’ protest.

The regulations are unclear on certain occasions (e.g. what exactly is considered when conducting an assessment, the applicability of the criteria, the time limits which are used, the procedures followed when the HS/H is substituted) and sometimes the provisions are internally inconsistent (e.g. the “appraisal team” principle of the regulations is not always applied and instead only a single appraiser is involved such as the IS/H or the Director General, e.g. the regulations provision for the IS/H participation is not always applied and instead other provisions prevail such as the participation of the head of the department (the HS/H), the participation of other

persons who are superior to the IS/H and the appraisee or the participation of maximum 3 appraisers).

Some reasonable guidelines for the appraisers are included in the regulations regarding the issues that they have to consider when conducting their assessments (inc. a brief description of the criteria which are used for the assessment) but this is not enough as the appraisers need to be also trained (according to the literature) for purposes of minimising misinterpretation and inconsistent application.

There is a provision in the regulations for guidance circulars and instructions which can be used to clarify the regulations but no use of this provision was made so far apart from a set of guidelines which was circulated to the appraisers recently (December 2010) and related to the use of the rating scale. Even though the guidelines help in clarifying to a certain extent the meaning of each criterion, they are not enough and they need to be elaborated further so as to become more sufficient and clear (e.g. explanations which refer to practical examples). In addition, the training for the criteria and the rating scale is necessary for purposes of minimising vagueness and enhancing clarity as well as bringing about consistency of application among the appraisers.

There is no achievement of all the objectives of the appraisals which are prescribed by the regulations (probation, promotion, development and improvement, overall management and human resource management), even though they are not overwhelming or conflicting, as there is a focus only on some of the objectives (promotion and probation).

There is a certain degree of fairness, consistency and equity. For example, there is fairness of pay (distributive justice): the employees who hold the same position title are paid the same and they can all move to higher scale positions and hence higher pay through promotions. Some employees may find the current PAS fair (fairness of procedures to administer pay such as the appraisals: procedural justice) from the point of view that over time the rules of the game (e.g. the appraisees persuade the appraisers to distort the ratings in their favour for promotion purposes, e.g. the appraisers use subjective judgement during the assessments) apply to everybody in the same way (consistency).

However, there are certain features (see below) which undermine the fairness, consistency and equity and in consequence the job satisfaction, trust and commitment. There is an appeal procedure (according to the literature, the appeals enhance the credibility and fairness of the appraisal system-procedural justice: fairness of procedures to administer pay) but the appeals are usually filed for the wrong reasons since they are used for negotiating better ratings instead of correcting the ratings which do not reflect true performance e.g. to score "excellent" ratings for promotion purposes. The ratings are usually amended favourably after an appeal as it is convenient and it avoids confrontation and conflict. According to the regulations, the appeal is addressed to the appraisers who conducted the assessment in the first place and no other persons are involved who could be more independent and less defensive than the original appraisers. The lack of independent persons leads to unfair and biased assessments in case the appraisers are unfair or biased and they insist on their original assessments.

The appraisal report does not contain a section for the appraisee's views in relation to the fairness of the assessment and its consistency with feedback which has been provided by his or her appraiser during the year; thus, the appraisers are not encouraged to conduct accurate assessments and substantiate those assessments.

The bias is reduced to a certain extent because, according to the regulations, the employees who are related to the appraisees cannot be appointed as their appraisers (there is compliance with the regulations; so far, the related parties happen to serve in different departments and so there is no appraiser-appraisee relationship). However, the related parties are permitted on certain occasions to act as appraisers so that inherent bias may be present irrespective of the disclosure which is prescribed by the regulations (there is compliance with the regulations; so far, the related parties happen to serve in different departments and so there is no disclosure since there is no appraiser-appraisee relationship).

The guidelines to the appraisers, which are included in the regulations, prescribe for the application of a consistent measure of assessment as well as not to be influenced from previous years' assessments. What happens in reality is usually the opposite whereby the appraisers use their subjective judgement (each appraiser may have a different measure of assessment) during the assessments and the assessments are usually the same as or more favourable than the previous year.

The regulations are not clear about the applicability of the criteria or qualities (i.e. what criteria are applicable and to which cases) so that there is a possibility for employees with the same position title to be assessed under different criteria (inconsistency). Even though the criteria are briefly explained, the appraisers should be trained for purposes of minimising misinterpretation and inconsistent application. The use of an appraisal team instead of a single appraiser is useful in case the IS/H is biased or unfair but the opposite may also happen i.e. the other team members who do not usually have any direct contact with the appraisee or any knowledge about the appraisee's tasks (not knowing the true performance) may be biased and unfair. According to the regulations, if a team member (e.g. the IS/H) disagrees with the other team members he or she can record and justify his or her disagreement (which can be used as evidence during an appeal or any other legal proceeding) but the opinion of the other team members will prevail (majority vote) and that opinion (which is not required to be justified) may be biased and unfair.

It is positive that the appraisal reports are sent to the Director General because the appraiser ratings can be checked so as to establish how fair and consistent they are. Following the review of the appraisal reports, the Director General can issue guidance circulars to the appraisers so as to explain how their ratings can become more fair and consistent; despite this opportunity which is provided in the regulations, there have not been so far any examples of such an action (apart from the example which was mentioned earlier: guidelines of December 2010).

According to the regulations, the appraisees are given the opportunity to submit their representations when the appraisers intend to conduct a "negative" assessment. Thus, in case the appraisers have misjudged the appraisees without taking into account the relevant circumstances, there is an opportunity to reconsider their intentions and judge the appraisees more fairly e.g. if the performance deteriorated because of factors outside the control of the appraisees then the appraisees should not be judged unfavourably and instead an effort should be made to control the factors in a way that will help the appraisees to perform their tasks. However, the appraisees are not always given the opportunity to submit their representations and when given the opportunity the intentions of the appraisers are not usually reconsidered even if there were uncontrollable factors that were causing a deterioration of the performance of the appraisees or even if a "negative" assessment was not reflecting the true performance of the appraisees. The appraisees are not usually informed about "omissions or deficiencies" when they take place and they may be taken by surprise about

“omissions or deficiencies” in the annual report; in addition, there are usually no suggestions by the appraisers in relation to the correction of such “omissions or deficiencies”.

There is no assessment on the basis of performance standards or goals (not prescribed by the regulations). According to the literature, the use of performance goals is relevant for performance improvement and developmental purposes. The performance goals should be “smart” (specific, measurable, acceptable and accessible, relevant and realistic, timely) and consistent with the organisational goals and they should take into account any uncontrollable factors; thus, there is a clear understanding by the appraisers and appraisees for the expected performance levels.

#### 4.2.2 - Feedback

There is no feedback and two-way communication between the appraisers and the appraisees in relation to the achievement of performance goals and the setting of new goals.

According to the literature, through proper feedback the obstacles are eliminated, the resources are obtained, the expectations are clarified, the performance shortfalls are corrected quickly through proper investigation of the causes of poor performance (inc. the uncontrollable factors), cooperation, motivation and trust are established and coaching, training, and guidance are provided with the aim of improving performance and achieving the goals as well as developing the employees and helping them with their career progression.

The feedback and communication should not be restricted to the annual completion of appraisal forms and the annual appraisal interview but they should encompass frequent informal discussions (honest and open conversations with active appraiser listening) throughout the year which can cover various issues like the strengths, weaknesses, problems, uncontrollable factors and obstacles; the extent of feedback frequency will depend on the situation. Thus, there is honest and open communication and nothing is kept as a secret or as a surprise until the annual formal appraisal interview.

The appraisers should be trained for providing effective, balanced and constructive feedback (specifically what exceeded expectations and what fell short of expectations with supporting evidence which should be communicated at the right time and in the right way) and they should check with the appraisees if their feedback was effective. The appraisal interview should be well planned and organised and both the appraiser and the appraisee should be given enough time to prepare for it (the appraisee could prepare through the use of self-assessment forms) and carry it out. The interview should be free from interruptions and there should be comfortable seating arrangements. At the end of the interview, the appraiser should summarise the points of the discussion and the action which was agreed, give a copy to the appraisee, follow-up on any points and carry out any agreed action.

The only feedback that is officially provided is the annual appraisal report (without an appraisal interview since it is not prescribed by the regulations) which is not prepared on time and which is sent to the appraisees as soon as it is completed by the appraisers. The appraisal report is most of the times completed without any suggestions for improvement of performance and development; the section for the assessment of the criteria or qualities is completed very fast since it is most of the times a “copy-paste” exercise from the previous year and not a reflection of the true performance (the criteria do not mean anything). Therefore, the appraisees do not participate in their appraisals, there is no direct communication during the appraisals between the

appraisees and the appraisers and the appraisal reports are not considered as significant since their timing and content are irrelevant (they become relevant only at times of promotions); the appraisal reports are prepared mainly for formality and compliance purposes (because the regulations say so).

Even though there is a section in the appraisal report which asks the appraisees to make comments regarding the performance of their tasks (e.g. problems and obstacles) and which is completed by the appraisees, the appraisees do not usually elaborate and they are not very specific so that the appraisers are not aware of the problems and in consequence they do not take corrective action; therefore, the performance is not improved. The same applies to the appraisers (the IS/H) who are also asked to make comments regarding the performance of the appraisees' tasks (inc. "omissions or deficiencies") and who usually complete the section in the same manner as the appraisees; in consequence, no corrective action is taken and the performance is not improved.

According to the regulations, in certain cases (e.g. transfers, resignations, retirements) the appraisee is not assessed for a certain period of time (which may not be long) even if the performance in that period is critical.

According to the regulations, the appraisal is not applicable to the Director General so that his or her performance, which is extremely critical, is not assessed (despite the fact that the Director General is appointed for a 5 year term; however, he or she can be reappointed for a new term).

The appointment of the appraisers by the Director General does not take place before the commencement of the appraisal period (it usually takes place after the end of the appraisal period) so that the appraisers do not know if they will actually assess the appraisees that they supervise, support and monitor and the appraisees do not know if the supervisors they are reporting to and asking guidance from will actually assess them (e.g. during a particular year an appraisee reports to supervisor A and after the particular year ends supervisor B is appointed as the appraiser of the appraisee for the particular year).

The participation of the IS/H in the appraisal teams (according to the regulations) helps in the provision of better feedback since the IS/H has direct contact with the appraisee and knowledge about the appraisee's tasks (knowing the true performance); however, this is not always achieved since in reality the IS/H does not always participate in the appraisal teams.

The appraisers are not required to justify their assessments unless the assessments are "negative", the appraisee is considered as unsuitable for promotion or one of the appraisers disagrees with the rest. Thus, the appraisees do not know why they have been rated in a certain way or how to improve their performance.

In the case of "negative" assessments, a justification is provided but it is most of the times brief and vague and without any evidence (a convenient approach especially when a subjective opinion is expressed which is not consistent with the reality). The appraisees are not usually informed about "omissions or deficiencies" when they take place and they may be taken by surprise about them in the annual report. Most of the times, there are no suggestions for corrective action so that the appraisees are not guided on how to improve performance. When the appraisees submit their representations (if given the opportunity) the appraisers can elaborate and be more specific with their justification; however, this does not usually happen. In addition, the appraisers usually insist on their "negative" assessments and are not willing to consider the appraisees' representations. Irrespective of the above, the "negative"

assessments are not common (an unrealistic phenomenon since everyone has weaknesses) most probably for purposes of avoiding confrontation and conflict. The right of appeal is necessary for purposes of fairness and credibility but it usually acts as a substitute for the communication between the appraisers and the appraisees or as a medium for creating hostility between them; this is aggravated when the appeal is filed through a lawyer.

Most of the appraisers do not keep any records or documentation (objective facts and evidence) throughout the year in relation to the appraisees' performance and the feedback which was provided to the appraisees. According to the literature, the documentation helps the appraisers to remember the true performance of the appraisees and assess it accordingly and objectively as well as to avoid focusing only on the negative and the most recent events. Bearing in mind that most of the times the assessments are not based on the true performance of the appraisees but mostly on the subjective judgement of the appraisers (as indicated earlier), the documentation is naturally considered by the appraisers as unnecessary. According to the literature, the documentation also protects the organisations against lawsuits for discrimination, etc.. At CTO, lawsuits are being filed by the appraisees against the organisation in relation to promotions but there have not been any occasions on which the appraisal reports were found to be deficient or on which the appraiser documentation was requested to be reviewed despite the fact that the assessments in the appraisal reports are most of the times not based on true performance. This does not mean that the assessments in the appraisal reports are conducted as they should (i.e. based on true performance) but it may mean that legally and according to the regulations the appraisal reports appear to have been prepared as they should have been. There is no documentation or evidence which shows that the assessments are based on true performance (if there was any evidence it might have shown that the assessments are not based on true performance) because such evidence is not required by the regulations; therefore, it cannot be proved that the assessments are not based on true performance and as such someone can assume that they are based on true performance even though they are not. The employees who are on probation are assessed for purposes of determining their suitability for continuing employment thus safeguarding the organisation against unsuitable employees. However, the appraisal reports are not usually prepared on time and the employees usually continue their employment on an unofficial basis due to the absence of an extension letter, a confirmation letter or a termination notice at the end of the probation period. Thus, the organisation may find it difficult to terminate employment afterwards since the absence of a termination notice (at the end of the probation period) and the continuation of employment can be interpreted as implied consent in relation to the confirmation of permanent employment; therefore, the organisation may not be safeguarded against unsuitable employees. It is not certain whether this is the reason (implied consent) for not terminating employment (or not extending the probation period) or whether it is just not common to terminate employment (or extend the probation period) in public sector organisations or even whether all the employees are actually suitable (unrealistic) for continuing employment (and without having to extend the probation period).

The 6-monthly appraisal report (for the employees on probation) does not include the sections which are included in the annual appraisal report (for the permanent employees) and which ask the appraisees and the appraisers (the IS/H) to make comments regarding the performance of work and which are relevant for assessing and improving performance.

#### 4.2.3 - Participation

There is no participation by the appraisers and appraisees and in all the stages of the performance appraisal process (as indicated earlier).

According to the literature, the appraisees and appraisers should set and agree the performance goals (inc. the deadlines and how the performance will be monitored and measured) so as to enhance acceptance, cooperation, trust, ownership, commitment and motivation.

The appraisers and appraisees should also be involved in any changes of the PAS for purposes of compatibility (with the users of the system and their culture), understanding, support, commitment and motivation.

#### 4.2.4 - Using the Performance Under the PAS for Determining the Performance

##### Related Rewards Under the Reward System

There is a link between the PAS and the promotions (rewards) as the appraisal reports are taken into account during promotion decisions. As indicated earlier, the appraisal reports are most of the times prepared on the basis of subjective judgement (bias) instead of the true performance. According to the literature, when the appraisal reports are prepared mainly for purposes of determining the promotions the ratings are usually manipulated and distorted (not reflecting the true performance); according to my insider experience, this phenomenon is present. Therefore, the appraisees are not likely to be motivated, develop, learn, be committed and improve performance since they know that their appraisal is not a reasonable or fairly accurate reflection of how they performed.

According to my insider experience, the appraisees may be rewarded (promoted) for not improving performance or even deteriorating it (promoting dysfunctional behaviour). The appraisees concentrate most of the times on being promoted (motivation for promotions) rather than on improving performance since the promotions are not related to the true performance (the appraisees expect to be rated as “excellent” so that they are not disadvantaged against others during promotions even though they know that they are not excellent performers).

According to my insider experience, most of the appraisees who are not promoted are demotivated and demoralised and deteriorate their performance until they are promoted. In addition, the following are present: unhealthy competition and rivalry, dishonesty, mistrust, self-centred actions, withholding information, lack of cooperation and support, filing lawsuits against the organisation in relation to promotions.

The promotions aid in the career progression and in the matching of the right people with the right tasks but they can also lead to ineffective utilisation of human resources when they are not managed properly, as in the case of CTO i.e. promoting the wrong persons (their low performance levels are not reflected in their appraisal reports) so that the right people are not matched with the right tasks.

The appraisers do not usually disagree with each other and the ratings are most of the times decided unanimously; an unrealistic phenomenon since it is rather unlikely for the appraisers to agree with each other most of the times. An explanation of this phenomenon could be the following: the appraisers avoid confrontation and conflict and/or they consciously manipulate the ratings for promotion purposes.

The appraisees are most of the times considered as suitable for promotion; an unrealistic phenomenon (since it is rather unlikely for the appraisees to be suitable most of the times) which could be explained in the same way as above i.e. the appraisers avoid confrontation and conflict. It is easy for the appraisers to take such



an approach since it is not them that take the promotion decisions but the Board of Directors thus passing on the difficult task (and the blame) of selecting a particular appraiser (by rejecting other appraisers) to the Board of Directors. According to my insider experience, the appraisal reports are prepared because they can be manipulated and distorted for promotion purposes. At the same time, there is compliance with the regulations (for formality purposes) as well as the regulations of the reward system since they prescribe that the appraisal reports are prepared and taken into account for promotion purposes (in addition to the appraisal reports, the regulations of the reward system prescribe that the seniority and qualifications are taken into account). In this respect, the PAS and the reward system are successful in achieving a link between the performance appraisals and the rewards (promotions) irrespective of how that is achieved. Even though the performance appraisals (PAS) are not usually conducted at the same time that the promotion (reward system) decisions are taken (keeping the performance appraisals and the rewards under separate systems so as to avoid manipulation, bias, etc.), the appraisal reports are prepared with the promotions in mind so that manipulation and bias take place. In addition, bias and subjectivity are most likely to be present during the promotion decisions because of the judgement and discretion which are exercised by the Board of Directors (according to the procedures under the reward system). As the promotion is the only reward that is provided under the reward system, there is no link (unlike the promotions above) between the PAS and the non-monetary rewards or intrinsic motivators (e.g. job satisfaction, high achievement, learning, involvement, empowerment, positive feedback, appreciation, acknowledgement, relationships with colleagues) which, according to the literature, may be important to the employees in the public sector.

### **4.3 - Concluding Comments**

The above findings indicate that the current PAS is implemented in such a way that it becomes counterproductive in relation to performance; a system which is flawed according to the critics of performance appraisals (e.g. Coens and Jenkins (2002), Nickols (2004/2000), Joinson (2001), Harrington (2000), Rasch (2004), Gray (2002), Deming (cited by previous authors)). Some of the symptoms that these flawed systems have such as tension and stress (which are mentioned by the critics) are not applicable to this case since an appraisal interview (the appraisees and the appraisers usually feel uncomfortable during an interview) or any other face-to-face discussion which concerns the assessment of performance do not take place. The appraisals are not considered as important or relevant apart from purposes of promotion. The appraisal reports are prepared without such interviews or meetings and their completion usually takes only a few minutes (for formality purposes and not for performance) so that they cannot be considered as time consuming or frustrating (symptoms of flawed systems). The ratings are most of the times “excellent” so that most employees do not feel discriminated or disadvantaged for promotion purposes. However, the main symptoms of flawed systems, which are the deterioration of performance and productivity, are present because of the stress, frustration, disappointment and demotivation which are caused by the distortion of ratings, the lack of fairness and objectivity and in general the lack of the main factors of an effective PAS.

According to the preceding analysis, there is no guidance or feedback from above, no information as to the organisational and employee goals and hence no participation by the employees in the setting, achievement and monitoring of these goals. Some employees do what they think they should be doing and that may not be what the organisation needs and others do nothing at all since they are not told otherwise or assessed on their performance. The performance is not improving and instead it is kept at unsatisfactory levels or is deteriorating. The performance would improve through feedback, goals and participation especially if these factors were incorporated in the appraisal process so that they would be systematically applied by everyone (see literature review in chapter 3 about the benefits of performance appraisals which are highlighted by the supporters of performance appraisals e.g. Fletcher (2004/2007), Patz (1975), Allen (2003), Schuler and Jackson (1996)). The systematic application of the above factors under a new and improved PAS will require at first extra time and other resources. However, this extra time and cost will be recovered because the factors will become part of the culture (cultural change through a change of the PAS) and will lead to performance improvement in the long term.

The applicability of the factors (goals, participation, feedback) in relation to performance improvement depends on the situation (see literature review in chapter 3 e.g. CIPD (2007), Bacal (2007), Daley (1992), Milkovich et al (1991)). Therefore, the applicability of the above factors to the case of CTO was examined through the interviews and questionnaire (see chapter 7).

According to the literature (e.g. Milkovich et al (1991)), there are inherent difficulties in applying these factors to public sector organisations. For example, in public sector organisations the goals and performance criteria can be difficult to quantify, ambiguous, diffuse, unclear and contradictory and they are not communicated effectively because of the division of leadership between political and career employees. This phenomenon is aggravated because of the lack of managerial control over personnel and resource systems (the controlling influences shift from internal to external actors e.g. parliament, government, political parties). As such, it is difficult to evaluate or measure performance against agreed performance criteria and instead the public sector organisations feel that they have to adopt more formal and supposedly precise evaluations (like the one operating at CTO which is quite formal and whereby everybody complies with it and accepts it despite the subjectivity which is present) in order to appear legitimate and rational (so that people will think that meaningful evaluation criteria are used and that no arbitrary assessments are conducted). However, the employees are aware of the reality and therefore it is questionable whether the organisations and employees actually benefit from such an approach since this approach does not seem to help in the improvement of performance.

Another example is the issue of objectivity in public sector organisations. Even though the objectivity is possible (the achievement of goals can be based on observable phenomena, presented factually and uninfluenced by emotions and prejudice-Grote (2000); the appraisers can be trained for assessing objectively; the precision in measurement is desirable but a high degree of precision is not economically viable and there may be little to be gained; the judgement may still be necessary but it needs to be informed e.g. based on facts and not on subjective opinions), the appraisers may not be willing to be objective (even if they are trained and know how) because of the various external political forces that may exist and which compel them to distort the ratings. Furthermore, they may believe that distortion is necessary and beneficial e.g. to maintain good relationships with the

subordinates (conflict avoidance) as the low ratings would rupture those relationships and undermine subordinate motivation. In addition, they manage to achieve or maintain equity (e.g. if an employee in a group is not promoted during the current year and other employees in the same group are promoted, to distort the ratings so that the former employee is promoted during the next year).

The following issues which are related to performance appraisals and are mentioned in the literature are not present in the organisation. The applicability of these issues, which is not compulsory by every organisation as indicated in the literature, was examined during the interviews and questionnaire (see chapter 7).

-Rewards:

-pay for performance or appraisal/performance related pay (see literature review about rewards in chapter 3 e.g. ACAS (2008), Milkovich et al (1991)): need to have an effective PAS in place first before introducing an appraisal/performance related pay scheme. The pay for performance is quite a new concept for public sector organisations in Cyprus as they employ automatic pay increments which are unrelated to performance. Before the careful adoption of such a concept, the employees and trade unions (collective bargaining) have to be consulted (culture). The government and parliament have to approve such a scheme (for changing the pay regulations and for making available extra funds in the budget).

-Goals:

-360 degree feedback (see literature review about the 360 degree feedback in chapter 3 e.g. Bacal (2007), CIPD (2007), Carson (2006), Johnson (2004), ACAS (2008), ICMR (2009), Harvey (1994)): this is a new and possibly a revolutionary concept for public sector organisations in Cyprus as they employ the traditional superior-subordinate assessment (e.g. the regulations of CTO prescribe that an appraiser has to be hierarchically more superior than the appraisee). The 360 degree feedback may be questioned and seen with mistrust in an environment without open feedback or upward communication. Before the careful and well planned adoption (so as to avoid hurt feelings and anxiety) of such a concept, the employees and trade unions have to be consulted (culture). The government and parliament have to approve this kind of feedback (for changing the appraisal regulations). This kind of feedback requires an environment with high levels of trust. The subjectivity (from a single appraiser or a team of appraisers who are more superior than the appraisee) is reduced since the opinion of peers, subordinates and outsiders is also obtained and it is unlikely for all of these people to have the same opinion or to be influenced in the same way by the different political powers. A different, a broad and a comprehensive perspective with better information (triangulated since it derives from different sources) is obtained so that the picture of one's self (e.g. strengths, weaknesses) becomes more reliable and complete (provided the appraisers are considered credible, otherwise the impact of the feedback becomes diluted and confusing). It can be used for living up to the expectations of others. The appraisees and appraisers get to interact with each other and the appraisees have an opportunity to participate in the choice of the appraisers. It is suitable and useful for performance improvement, coaching, training and developmental purposes. The process can be anonymous so as to avoid distorted feedback e.g. many people would hesitate to criticise (even constructively) their peers' performance especially when promotions are imminent (conflict avoidance, good relationships). It should be kept separate from promotions

so that people provide honest feedback. When trust and open communication are in place people are not afraid to provide or receive constructive criticism and they actually talk about it among themselves especially when that will help them improve and develop. Some people may use it vindictively so as to harm the people they do not like but this risk is minimised when the feedback is used for purposes of development instead of promotions and pay. The results of the feedback should be presented and explained by a skilled coach for maximising the developmental benefits. It does not have to be compulsory for the participants e.g. can choose to have it for developmental purposes, an employee who has been selected to appraise somebody else can refuse to participate. The participants should be trained before they use this kind of feedback. This kind of feedback is usually complementary to the traditional superior-subordinate feedback (which involves the goal setting and the continuous monitoring and communication). It should be customised to suit the organisational needs and there should be employee participation in relation to the type of assessment criteria which will be used.

-Feedback (documentation):

-computerisation (see literature review about feedback in chapter 3 e.g. Robb (2008), Business Wire (2003)) for all types of appraisal systems (incl. the 360 degree feedback above e.g. CIPD (2007)): a software can be chosen from a wide selection which meets the organisational needs, the legal requirements and the best practice. The software manages the work flow and analytics, it enhances the timeliness, the usefulness, the efficiency (eliminating the time consuming tasks and the paperwork), the effectiveness and the accuracy and it minimises the human error. It simplifies the analysis, the assessment, the communication of expectations and the setting of goals and it provides confidentiality.

#### **4.4 - Consistency of My Analysis of the Findings with the Government and Other Public Sector Organisations in Cyprus**

It is worth mentioning that the same regulations (CTO) are used in the government and other public sector organisations in Cyprus (this has also been confirmed with the human resource departments of some public sector organisations and the personnel department of the government). Despite the legal independence of the public sector organisations, it is common practice for the public sector organisations in Cyprus to adopt the same regulations (e.g. on personnel and financial issues) as those that have been adopted by the government. The government regulations are considered to be “good practice” for purposes of public interest and as such it is customary (not compulsory) to follow them. According to Mikellidou (2009), the adoption of regulations support the existence of a formal PAS which is found in the government and many public sector organisations in Cyprus; the percentage of private sector organisations in Cyprus which have a formal PAS is lower than that of the public sector organisations.

The findings of the study (GS2: second government study) which was carried out in 2002 by external consultants for the PAS of the government are consistent with many of the above findings (it is expected for the weaknesses and problems of the PAS to be similar since both the government and CTO use the same PAS). A summary of the findings and recommendations of the study (GS2) was provided to me by the Public Administration and Personnel Department of the Cyprus Government. Their

permission was granted for disclosing all the information contained in the above summary and which is mentioned in my report. The study (GS2) examined the current PAS with the intention of introducing a new PAS. The data collection techniques which were used were the following: interviews, workshops, presentations, questionnaires. Some examples which support the consistency of the findings are the following:

- the PAS is used almost exclusively for promotion purposes. This finding is also consistent with Mikellidou (2009) who indicates that the PAS in the public sector in Cyprus is used mainly for promotion purposes (the promotions are linked to the PAS as prescribed by the legislation) and a lot less for training and development (there is no linkage between the training and development and the PAS according to the legislation), human resource planning and reward purposes. According to Mikellidou (2009), the situation in the private sector in Cyprus is different whereby the PAS is used mainly for training and development purposes and less for human resource planning, promotion and reward purposes
- lenient ratings whereby almost everybody is rated as “excellent” for almost all of the assessment criteria (no information about the actual performance so that the best performers are not differentiated and not always promoted thus leading to demotivation)
- the promotions are based mostly on seniority so that there is no effective human resource management
- use of the same assessment criteria for all employees irrespective of their hierarchical position and level of responsibility
- the 4-point Likert scale is not an adequate measure for assessment (insufficient rating scale)
- there are no guidance, monitoring and control mechanisms which promote consistent assessments among the appraisers (in my analysis of the findings I mention that there are some mechanisms but they are not sufficient or they are not being used)
- the appeals are examined by the appraisers who conducted the assessments in the first place and no other persons are involved
- the rating or assessment exercise is not considered as a continuous developmental exercise but as a mechanistic filling-form exercise whereby the assessment criteria do not mean anything anymore and have become the rating scale
- the assessment criteria are not clear, they are insufficiently explained and they can be interpreted in many ways
- the appraisers are not willing to assess their appraisees objectively
- the appraisees are not willing to accept any criticism (not even constructive criticism) or to be compared objectively with their colleagues (in my analysis of the findings I mention that the appraisees expect to be rated as “excellent” for promotion purposes so as to compete on equal terms)
- there are appraisees who believe that the appraisers do not have the skills for conducting a proper and fair assessment (in my analysis of the findings I mention that the appraisers need training)
- insufficient training for the appraisers and appraisees (in my analysis of the findings I mention that the appraisers need training and that everybody should be enabled to participate constructively in the appraisal process)
- the appraisers are influenced by politics and interpersonal relationships
- no communication between the appraisers or superiors and the appraisees or subordinates

-the employees are not aware of what is expected of them and they are not provided with any coaching or feedback on their performance  
-the unproductive situation that exists (due to all the weaknesses indicated above) should not continue otherwise there will not be any improvement in the performance of employees and in the effectiveness of the government (this can be concluded from my analysis of the findings).

Most of the recommendations proposed in the above study (GS2) are consistent with the indications that I make in my analysis of the CTO findings above as well as with many of the principles or factors of an effective PAS which are discussed in the literature review (see chapter 3) e.g. (i) separate systems for development and promotion for purposes of assessing performance fairly, consistently and objectively, (ii) personal development system: specific performance criteria for each position, the employees are educated about the performance criteria, expected performance levels, self-assessment by the employees, assessment by the immediate superior of the employee and the superior of the immediate superior of the employee, justification of the ratings, identification of improvement areas, action plan, (iii) promotion system: the employees who hold the same position title and are eligible for promotion are assessed (performance criteria of the personal development system) on the scale 1%-100% and ranked, introduction of assessment quotas so that only 25% of the employees are rated from 86% until 100% and 25% of the employees are rated from 71% until 85%, justification of the assessment with comments and examples, assessment by the immediate superior of the employee and two superiors of the immediate superior of the employee, minimum requirements for promotion (satisfactory performance, willingness to learn, positive attitude towards change), (iv) the introduction of the assessment on the basis of goals is premature at this stage due to the lack of a goal setting mechanism; however, the basis of goals must be introduced at a later stage.

The recommendations arising from the study (GS2) have not been implemented. The main reason for not implementing the recommendations was because the trade union of the civil servants disagreed with certain provisions of the new system which had been recommended e.g. the provision regarding the introduction of quotas so that only 25% of the employees would be rated as “excellent”.

In the past, another study (GS1: first government study) was carried out by other consultants but the recommendations contained therein were never implemented. At the moment, another initiative (GI: government initiative), which is in progress, has been taken up by the personnel department of the government and the trade union of the civil servants with the intention of improving the current PAS. The personnel department and the trade union have agreed on the basic principles that will govern the new system that is planned to be introduced as well as the objectives and the assessment criteria. At the moment, the personnel department is developing a competency framework for each level of staff (so as to reflect the level of responsibility).

At the same time (2002) when the study (GS2) for the PAS of the government was conducted, another similar study (TS: teachers study) was conducted (by a consortium of consultants) for the PAS of the teachers of public schools (Ministry of Education). The results of the study (TS) were similar to those for the government (GS2) with some differences due to the specialised field of teachers. The recommendations arising from this study (TS) have not been implemented. At the moment, another

initiative (TI: teachers initiative), which is in progress, has been taken up with the intention of improving the current PAS.

The findings of the study (GS2) for the PAS of the government are also consistent with the conclusions of the Public Service Committee (PSC) which were published in the annual report of PSC for 2010. The PSC is the main decision body in relation to the government recruitments, promotions, retirements, resignations, disciplinary procedures, etc.. The main conclusions of PSC are the following (according to the article of Vasiliou, V. in Fileleftheros newspaper on 25/8/2011):

- a major weakness of the PAS of the government is the “excellent” ratings. The productivity is not enhanced because the “excellent” ratings do not motivate the employees to improve their performance
- during the years of 2007-2009, 70% of the government employees were rated as “excellent” for all the assessment criteria. It is unrealistic for so many employees to be rated as “excellent” for all the assessment criteria i.e. there is distortion of ratings. For the rest of the employees, only one or very few assessment criteria were not rated as “excellent”. The number of employees who had only a few assessment criteria which were rated as “excellent” was negligible
- the superiors/appraisers do not usually recommend the truly excellent or best performers for purposes of promotion. 56% of the promotions were cancelled during the above period because of the superiors’/appraisers’ recommendations. The cancellations of the promotions were the result of court decisions which were issued in relation to lawsuits which were filed by government employees against the government. The legal measures and court procedures cause unnecessary frustration and delays for everybody. Another reason for the cancellation of the promotions was the job descriptions which are unclear (loopholes) and discriminatory. The government is in the process of amending these job descriptions
- it is difficult to select the most suitable employees for purposes of promotion because the truly excellent or best performers are not obvious (most of them are rated the same i.e. “excellent”). Therefore, there is lack of justice, equality and meritocracy since the most suitable employees may not be promoted.

In addition to the study (GS2) for the PAS of the government mentioned above, I have asked the human resource departments of the main public sector organisations in Cyprus whether they have carried out similar studies in the past (recently) and whether it was possible to consult their studies for helping me to conduct my research in a more informed manner (after having explained to them the purpose of my research). Unfortunately, there was not much success in this enquiry as most of them did not carry out any studies and the very few which have carried out similar studies did not wish to disclose any information for confidentiality purposes (the studies were considered as highly confidential as the recommendations contained therein had not been implemented yet). I have explained to them that the information would be treated in strict confidence and it would be reviewed only by me for purposes of my research without disclosing any information in my research report unless I had their permission but they still did not wish to disclose anything. They also advised me that their response would still be the same even if I requested the information in writing and even if the request was made by the Director General of CTO and addressed to their Director General.

The human resource departments of the main public sector organisations (both the ones which have carried out studies and those which have not) were willing to share

information (regulations, procedures, etc.) with me regarding their current PAS (the current regulations were not considered as confidential as they have been approved by the parliament; all the laws are public documents). Most of them use the same regulations as those which are used by CTO (and the government) and very few use similar regulations. The provisions of the regulations of the latter organisations (the organisations which use similar regulations) are better than the provisions of the regulations of CTO. Some examples are the following:

- the appraisee signs the appraisal form after the appraiser conducts the assessment so that the appraisee can indicate his or her agreement or disagreement with the assessment
- the training and development needs can be identified and fulfilled
- clear and detailed guidance notes (with examples) which explain what the competencies and skills mean
- clear and detailed guidance notes (with examples) which explain how the competencies and skills are rated
- an appeal can be filed when the appraiser committee is not set according to the regulations
- there are occasions when an appraisal is not required (e.g. when an employee leaves)
- when the appraisal is not conducted on time it becomes void unless justified
- when there is an intention for a “negative” assessment a meeting between the appraisers and the appraisee must take place
- when appeals are filed for “negative” assessments another appraiser committee examines the appeal (instead of the committee which conducted the assessment in the first place) and the new committee may ratify or amend the ratings of the previous committee
- the justification for the ratings is required in the following cases: when the ratings are lower from those of the previous year, “excellent” ratings, “unsatisfactory” (“negative”) ratings
- if there are disciplinary proceedings against the appraisee they must be mentioned
- a “well done” letter is sent to the appraisees who scored high ratings and a “criticism” letter is sent to the appraisees who scored low ratings.

It is worth mentioning that there are also cases whereby the PAS in the public sector in Cyprus can be more problematic than the PAS of the government and CTO e.g. the PAS of the Cyprus Police (even though they are part of the government, they do not use the same PAS as the government but a similar one). I have experienced the particular system because in the past I used to work at the Cyprus Police. I have recently talked to some friends who still work at the Cyprus Police and I was told that a study was carried out with the intention of improving the system. Unfortunately, only some minor amendments to the system were made (e.g. introduction of guidelines on the appraisal form so as to facilitate the completion of the form, different appraisal forms for different positions despite the fact that the content of the appraisal forms in all cases remains almost the same) so that weaknesses are still present. An example is the following:

- the appraisees are not given a copy of their appraisal report after it is completed by their appraisers and they are only informed orally and briefly about it (and in most cases not by their immediate superior). However, in the case of a “negative” assessment they are informed in writing and they have the right to file an appeal.



There were only two public sector organisations which were willing to share with me (orally or in writing), for the purposes of my research, information about the studies or projects that they initiated. The two organisations are the Cyprus Ports Authority (CPA) and the Cyprus Telecommunication Authority (CYTA). Their permission was granted for disclosing their names as well as the rest of the information which concerns them and is mentioned in my report.

The title of the CPA study which was carried out in 2007 by external consultants is the following: 'Enhancement of the managerial and administrative capability of CPA: Proposal for a new organisational structure'. It is obvious from the title that the study's main theme was not the performance appraisals but a copy of the study's recommendations was provided to me because part of the study's recommendations talked about a new PAS which needed to be introduced at CPA with an explanation of the principles which should be governing the new PAS.

These recommendations or principles are consistent with the indications that I make in my analysis of the CTO findings above as well as with many of the principles or factors of an effective PAS which are discussed in the literature review (see chapter 3) e.g. (i)assessment on the basis of goals (goals: jointly set and agreed by the appraiser and the appraisee, consistent with the organisational goals, "smart", revised during the year if necessary) and competencies (guidelines which explain what each competency means and how it is rated), (ii)feedback during the year (communication, teamwork, guidance, monitoring, coordination, action plan), (iii)completion of the assessment form at the end of the year (jointly by the appraiser and the appraisee, minimum bias and maximum objectivity, interview, comments, agreed action plan), (iv)when there is disagreement between the appraiser and the appraisee the appraisee files an appeal which is examined by an independent committee, (v)motivating the appraisee by linking the goals assessment with the rewards (the appraiser produces justified recommendations in relation to the appraisee's potential and career progression e.g. promotion to a higher scale position, horizontal transfer for further development).

I was informed by the personnel department of CPA that the study did not include an analysis of any findings (weaknesses, strengths, etc.) for the current PAS. The study included only a set of recommendations which the external consultants considered necessary to mention after having reviewed the procedures and regulations of the current PAS (this review included interviews with the personnel department of CPA). According to the personnel department, the external consultants found the current PAS (procedures and regulations) totally inappropriate and that is why they prepared the above set of recommendations. Even though the study did not refer to specific weaknesses (unlike the government study (GS2) which referred to specific weaknesses) which could be mentioned for supporting or refuting my analysis of the specific findings for the PAS of CTO above, it seems that the overall conclusion is the same as that mentioned in the government study (GS2) and in my analysis of the CTO findings above i.e. the current PAS is not suitable and it needs to change (it is expected to reach to the same conclusion since in all three cases the PAS which is in use is the same).

According to the personnel department, no decision has been taken yet in relation to the implementation of the new PAS which has been proposed in the study (e.g. proceeding with the implementation of the new PAS, consultation with the employees and the trade unions, appointment of external consultants).

CYTA did not carry out a study in the way (using external consultants) that the government and CPA have done but the personnel department has been working on an ongoing project regarding performance management for some years now. As I was informed by the personnel department, CYTA has reached to the conclusion (a few years back) that their appraisal system (which is not the same as the government system but similar) is ineffective since it is directly linked to promotions and the majority of the employees are rated as “excellent” for almost all of the assessment criteria. This conclusion is the same as that mentioned in the government study (GS2) and in my analysis of the CTO findings above.

On the basis of the above conclusion, CYTA decided that a new system needed to be introduced which would focus on employee performance and development through the assessment of targets or goals as well as competencies. In addition to the introduction of the goals and competencies assessment, a formal feedback procedure needed to be introduced as well. CYTA concluded that a system with these ingredients was a suitable option after extensive research on international trends and best practices. These ingredients or factors are consistent with the indications that I make in my analysis of the CTO findings above as well as with many of the principles or factors of an effective PAS which are discussed in the literature review (see chapter 3).

Since then, CYTA has tried to implement the new system on a pilot basis (under the responsibility of the personnel department) but this process has been quite slow (ongoing project for some years; the implementation of such systems is by nature a time consuming process). After every pilot attempt (three so far), the results are evaluated and based on them the system is being continuously improved. The previous PAS is still officially used but there are plans to officially introduce the new system soon. A new promotion system is also being designed which will be linked to the new performance appraisal system.

In addition to the new system above which focuses on performance and development, CYTA is in the process of designing a new bonus scheme (a new concept for the public sector organisations in Cyprus). CYTA has previously implemented a bonus scheme (the project is under the responsibility of the personnel department) but the implementation was not considered as entirely successful and as a result CYTA is currently in the process of designing a new bonus scheme. Through the evaluation of the implementation of the scheme it was concluded that the lack of an objective performance appraisal system and continuous feedback on performance led to reactions by the staff as many were not aware of their performance and most importantly the staff were not used to being compared with each other (this may be a cultural characteristic; it is also one of the findings of the government study (GS2)). Through research conducted within the organisation it seems that the staff are positive with the idea of the implementation of a new appraisal system based on measurable targets and competencies.

According to the preceding discussion, both the government and the public sector organisations in Cyprus have realised that their current PAS is ineffective. In this respect, some of them have already started taking initiatives towards change e.g. carrying out studies or projects with the intention of introducing a new and more appropriate PAS. Most of the recommendations of the studies or projects mentioned above are consistent with many of the principles or factors of an effective PAS which are discussed in the literature review (see chapter 3).

It is worth mentioning that there are organisations in the private sector in Cyprus (they may not be too many) which have been practising the above principles for some time now (according to my professional experience: in the past I used to work in the private sector at a firm of chartered accountants). I have recently talked to some friends who work in the private sector (mainly firms of chartered accountants) and I was told that their PAS has actually improved since I left; improvements which are again consistent with the principles mentioned above. Some examples are the following:

- self-assessment by the appraisee
- the appraisers and the appraisee provide examples to justify their ratings
- discussion or meeting between the appraisers and the appraisee during which the assessment for the appraisee is conducted and signed and comments are also made by both parties if necessary
- in addition to the assessment of appraisee competencies, there is an assessment on appraisee goals which are consistent with the organisational goals
- the appraisee competencies are rated on a 5-point Likert scale; there are guidelines and examples which explain what the competencies mean for each position and how the competencies are rated for each position
- the appraisers and the appraisee comment on the progress made against the previously set and agreed goals (evaluation of success against agreed measures)
- focus on proper feedback between the appraisers and the appraisee during the year (including an interim performance review meeting)
- focus on performance, coaching, development and career planning.

The information about the PAS of the government and other public or private sector organisations in Cyprus has been mentioned so as to support the arguments made in my preceding analysis about the strengths and weaknesses of the PAS of CTO (according to my review of the regulations). A comparative study for the performance appraisal practices of the public and private sector organisations in Cyprus is not the purpose of the project and that is why a detailed comparison of the PAS of CTO with the PAS of the rest of the organisations has not been attempted.

I believe that during all my contacts with the human resource departments of the main public sector organisations and the personnel department of the government I have been polite and thankful for all their help and this attitude helped in obtaining as much information as possible (information was not disclosed only in a few cases because of confidentiality).

## CHAPTER 5: METHODOLOGY

### 5.1 - Introduction

It is common for researchers to be influenced by specific paradigms or epistemologies which guide the way their research is designed, their data are collected and analysed and their report is written. According to Hussey and Hussey (1997-in Holden and Lynch (2004-p.400, 405, 407), Nwokah et al (2009), Klopper (2003-p.14, 15)), there are two main paradigms: the positivistic paradigm (or objectivist or quantitative) and the phenomenological paradigm (or subjectivist or qualitative). Cohen et al (2007) indicate that the epistemology or the interpretation of social reality is realised through a subjectivist approach (or anti-positivism) or an objectivist approach (or positivism). I personally agree with Bryman (2004-in Wesley (2009-p.2, 3) and Willig and Stainton-Rogers (2008)) who indicates that there is a tendency for quantitative and qualitative researchers to be associated with the positivist or interpretivist communities but the connections are not perfect. The connection between research strategy and epistemological or ontological commitments is not deterministic (no definitive dichotomy) as both quantitative and qualitative methods are used by both positivists and anti-positivists. Bryman (2001) recommends the mixed methodology or the multi-method research (two or more sources of data or research methods; triangulation for enhancing the confidence and credibility of the findings) which includes the combination of quantitative and qualitative research as much as can be gained by combining their respective strengths. As I explain in this chapter, I have used of a mixture of methods (both quantitative and qualitative) according to the situation.

### 5.2 - Research Approach

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### Research Approach

##### Case Study:

-suitable for the project: a contemporary phenomenon in a real life context, a problem which has not been studied before, solutions are provided and knowledge is maximised

-suitable for researching organisational and management issues as well as business and public administration

-a qualitative/exploratory study for in-depth analysis and understanding: understanding of the reality perceived from the perspective of those involved, the phenomena and social reality are investigated through the eyes of the people being studied and interpreted from their point of view

-disadvantages: huge volume of data can be difficult to analyse, potential difficulty in cross-checking the information gathered, the researcher may influence and be influenced by the case, generalisation is not usually possible

-generalisation: even though the project was undertaken for providing solutions to CTO and not to others and even though wide generalisation is not usually possible with the case study, other researchers and similar organisations can refer to the project and borrow ideas and conduct further research (work based research for testing the applicability of the project to their own context) and extend existing knowledge in the same way as I did (knowledge derived from specific circumstances of work contexts); the extent to which the project knowledge can be transferred to other situations (generalisation) depends on how similar is the case study to other situations

(reliability): the reliability can be assessed through the qualitative research criterion of rich, thick descriptions which is satisfied (comprehensive, detailed and in-depth explanation of the context, subject, methodology and findings)  
-quantitative and qualitative data and analysis  
-fieldwork and deskwork.

The research approach that is used for the primary research towards the achievement of the research objectives is that of the case study which includes features of the survey approach for data collection purposes (i.e. questionnaires). According to Yin (1989), it is common for case studies to encompass a survey for data collection purposes and according to Bell (1999), case studies follow a survey in order to examine issues which remain hidden or are difficult to examine during a survey i.e. in depth analysis of specific issues. According to Allison et al (1996), case studies are in depth studies of particular events, circumstances and situations with the prospect of revealing understandings which might escape broader surveys. According to Trochim (2006), with case studies, ideas are developed through induction from data by using multiple methods and small samples which are investigated in depth.

The project is a qualitative study for an in depth analysis and understanding (Creswell (1998-in RWJF (2008))) of the current performance appraisal system (PAS) of the Cyprus Tourism Organisation (CTO) which includes the opinion of the CTO employees and trade unions in relation to the current PAS. The research participants' views are obtained in order to build a picture of what the system is like and how they would like it to change in order to help them improve their performance. This involves an understanding of the reality perceived from the perspective of those involved. As indicated in chapter 2, the research is exploratory and qualitative since the phenomena and social reality are investigated through the eyes of the people being studied and interpreted from their point of view (Bryman (1992)). According to Easterby-Smith et al (2002), reality is not objective and exterior but it is socially constructed and given meaning by people (social constructionism: people make sense of the world). Easterby-Smith et al (1991-also in Gibson et al (2004-p.422, 423, 424), Research Observatory-Liz Falconer (2007) and Peterson (1997-p.5, 8)) indicate that, under the phenomenological paradigm, the world is subjective and there is focus on meanings and on trying to understand what is happening.

The case study approach is used in order to answer specific research questions (for meeting the research objectives), to gather and compare information, to describe the context (descriptive-Eisenhardt (1989)), to look for patterns, to answer why and how questions (explanatory, how phenomena have developed, cause and effect: Yin (1993)/(1989) and Ghauri and Gronhaug (2002/1995)), to investigate and refine the existing theory from the literature (instrumental case study: provide insight into an issue, advance understanding about something else and not the case, refine theory, redraw generalisation-Stake (2005), theory testing and building-Eisenhardt (1989)) and to pursue an in depth analysis (Bell (1999)) of different issues of particular interest (intrinsic case study: better understanding about a case which is of particular interest because it has particular features or because it is ordinary-Stake (2005)) and find reasons behind them (intrinsic case whereby a single case is studied because it is critical in proving or disproving a theory or is unique or extreme in some way or for its revelatory value-Yin (1994-in EESI (2006), Ohl (2008)) with the ultimate aim of producing a set of recommendations for changing the PAS of CTO in order to

enhance employees' performance; to find solutions to the problem of an ineffective PAS. According to Bell (2005), practitioner researchers identify a specific problem at work and the need for change or improvement. The aim is to arrive at recommendations for tackling the problem and enhancing organisational performance. According to McNiff and Whitehead (2006), practitioners understand work in order to improve it.

Anderson (2004) mentions the following disadvantages that may be present during case studies: huge volume of data can be difficult to analyse, potential difficulty in cross-checking the information gathered, the researcher may influence and be influenced by the case and generalisation is not usually possible.

With the case study approach generalisation is not usually possible, though, according to Bell (1999), it depends entirely on how far the case study is similar to other situations. The purpose of the project is not to provide solutions for other situations but solutions to the PAS of CTO (work based research which is context specific-situational epistemology). Despite that, other similar organisations which have a similar problem can borrow ideas from the project's findings, conclusions and recommendations (according to Bell (1999) reliability is the extent to which details are sufficient or appropriate for someone working in a similar situation to relate his or her decision making to that described in the case study) so as to be helped and guided in finding a solution to their problem (in the same way that relevant ideas from other similar situations were borrowed and applied to CTO's situation). Therefore, it is not seen as problematic if wide generalisation does not derive from the findings.

Even though features from other approaches may be applicable to the project, due to the overlaps that exist between the different approaches (this is also highlighted by Yin (1989)), the most dominant and suitable approach for the purposes of my project is that of the case study.

The reason why the case study approach is more suitable than other approaches for my research questions, my organisation, the resources and the time that is available is because almost all features of the case study approach are applicable to my project. I am examining a contemporary phenomenon in a real life context (context specific) (Ghauri and Gronhaug (2002/1995) and Yin (1993)/(1989)) and I am exploring the boundaries (which are not clear) between the phenomenon and the context (Strati (2000)) whereby outcomes are not predetermined and behaviours and events cannot be manipulated or controlled (Yin (1993)/(1989) and Ghauri and Gronhaug (2002/1995)). I am examining a problem which has not been studied in my organisation before (Ghauri and Gronhaug (2002/1995)) and I am studying it in some depth and within a limited time scale (Bell (1999)). I believe that I am maximising knowledge within this time and I am providing solutions to the problem-applied research (Sommer and Sommer (2002/1991)).

According to Yin (1993)/(1989), the case study approach has been criticised by many (for example Anderson (2004) above) yet it has been used extensively and it is common for researching public policy, business and public administration (e.g. schools, hospitals) and organisational and management issues (retaining holistic and meaningful characteristics of real life events such as organisational programmes, processes, decisions, change and implementation). It allows the researcher to

concentrate on these issues and as Bell (1999) states, it helps the researcher to identify interactive processes at work (relationships, influences, micro politics) which may be crucial to the success or failure of systems and organisations. According to Ghauri and Gronhaug (2002/1995), case studies and surveys are the two most commonly used research methods in business studies as they aid the practical problem solving and the achievement of specific goals.

The reason why features of a survey (i.e. questionnaires) are suitable to include in the project for purposes of data collection is because the survey gathers information (when, who, what, where, how much, how often) from a wide range of representative respondents which is analysed so as to extract patterns and make comparisons. As Bell (1999) states, with a survey, characteristics existing in certain categories can be described, compared and related; causal relationships (why) may be difficult to prove but fact finding (when, who, what, where, how) can be easily shown. It is used to assess the situation from the perspective of the individuals who live the situation and it gives them the opportunity to speak their mind (qualitative study). According to Fink (1995), the survey is a system of collecting information about the attitudes and behaviour of individuals. According to Aldridge and Levine (2001), the information to be collected represents the variables which will be examined e.g. attributes (sex, age etc), behaviour (when, how much, how often, why, where, what), opinions, attitudes, preferences, beliefs (probing the point of view of the respondents). According to Gill and Johnson (2002/1997), the surveys can be used to describe what motivates the employees in a particular context and to ascertain the attitudes, views and opinions of an organisation's workforce (e.g. assessing motivation, morale, stress, satisfaction, status quo); a survey is not about fact gathering only but it can also be used to bring about change (diagnostic device prior to change, facilitating change through the feedback of findings and the monitoring of goals progress).

Other approaches except case studies have been used in the field of performance appraisals depending on what the requirements and research questions were e.g. research on cognitive processing was carried out in laboratory settings using student samples, but even in these cases it was recognised that there was a weakness of not being able to consider the effect of situational or contextual variables (as with a case study) so that the application of laboratory research was limited. As Bretz et al (1992) state, the continued reliance on laboratory settings (good for isolating particular effects but it is a sterile environment which dilutes the richness and complexity of the true environment) and student samples is not facilitating the transfer of research into application.

The details (description and rationale) of the research techniques that were used for the project are found in the sections that follow. The techniques that were used (questionnaire, interviews, literature review and organisational documentation review-review of the regulations of the current PAS) collected information from various sources (triangulation) and the information collected was analysed both quantitatively and qualitatively.

It is common for work based projects, organisation studies and case studies to include both deskwork (e.g. literature review and analysis) and fieldwork (e.g. interviews, questionnaires) research and to have both quantitative and qualitative features (as indicated also by Yin (1993), Strati (2000) and Ghauri and Gronhaug (2002/1995)).

The quantitative research is the collection and analysis of data in numerical form whereby the researcher investigates the how many or how often. The qualitative research is the collection and analysis of data in many forms (numeric and non-numeric) whereby the researcher investigates the how and the why for providing insight and clarification. The quantitative analysis is usually deployed for analysing the questionnaire results but the qualitative analysis is also used for analysing the results of open-ended questions included in the questionnaires (e.g. why, inconsistencies, depth, contextualising, adding value). The qualitative analysis is usually deployed for analysing the interview results but the quantitative analysis is also used (e.g. analysing the demographic features of the interviewees so as to determine the existence, extent and breadth of their opinion).

### 5.3 - Research Design

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### Research Design

##### Triangulation:

-the findings are valid and reliable and bias has been minimised through the qualitative research criterion of triangulation (consistent with the case study approach) which is satisfied; the data which were collected from different sources (literature, studies of the government and other public sector organisations in Cyprus, organisational documentation-regulations of the current PAS, insider/practitioner-researcher perspective, interviews, questionnaire) are to a great extent consistent with each other.

As explained in chapter 2, specific activities were carried out in order to achieve the research objectives of the project. In order to do that, the most suitable data collection and analysis techniques (see below) were selected so as to arrive at the best possible outcome and specific findings which were as reliable and as valid as possible.

According to Yin (1993)/(1989), Faizal (2005) and Ghauri and Gronhaug (2002/1995), consistent with the case study approach is triangulation (collection of evidence from multiple sources for a multifaceted set of data and analysing from different viewpoints to reach to convergence of evidence) so as to get the best or true answer to the research questions, to avoid bias and to enhance reliability and validity. This is also indicated by Marshall (1997) and Aldridge and Levine (2001). According to Bell (1999), Marshall (1997) and Aldridge and Levine (2001), triangulation is necessary in order to cross check research findings and validate their accuracy whereby multiple and independent measures and methods are used to study the same phenomenon. If the findings of these methods (both in terms of data collection and analysis) answer research questions and reach to the same conclusions then there will be a more certain and holistic portrayal of the phenomenon that is being studied (as indicated by Ghauri and Gronhaug (2002/1995) and Faizal (2005)) and hence a more valid and reliable basis on which to build the recommendations for change (a full and balanced study with warranted and logical conclusions). In the case of the project, the triangulation was applied since evidence as shown below was collected from multiple sources (literature review, employees' {appraisers and appraisees} opinion through the interviews and questionnaire, organisational documentation review-review of the regulations of the current PAS) and analysed in order to cross check research findings and answer the research questions. More details about the findings of each method



and source are found in the relevant chapters and in chapter 7 there is an overall evaluation of the consistency of the findings of each method and source.

#### **5.4 - Data Collection Techniques**

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

##### Data Collection Techniques

##### Data Collection Techniques:

- literature
- studies of the government and other public sector organisations in Cyprus
- organisational documentation-regulations of the current PAS
- insider/practitioner-researcher perspective
- interviews
- questionnaire
- the interview and questionnaire are suitable for purposes of obtaining the participants' opinion especially in the case of work based research and the research in the subjects of human resources and performance appraisals.

##### The Research Objectives & the Data Collection Techniques:

- factors of an effective PAS in relation to performance: literature review (inc. practitioner-researcher perspective), review of studies of the government and other public sector organisations in Cyprus
- applicability of the above factors to CTO circumstances (significance): employees' opinion through interviews and questionnaire
- applicability of other factors to CTO circumstances (significance): employees' opinion through interviews and questionnaire
- existence/lack of the factors at CTO (current situation): employees' opinion through interviews and questionnaire, organisational documentation review- review of the regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus)
- effect of the existence/lack of the factors on employees' performance: employees' opinion through interviews and questionnaire, organisational documentation review- review of the regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus).

##### Suitability of the Data Collection Techniques:

- the research questions/objectives have been answered/met
- the data which were collected from the above sources are valid and reliable (triangulation)
- the questions (interviews and questionnaire) were suitable because they were informed (based on the above sources)
- the research requirements of in-depth analysis and understanding and statistical significance have been satisfied.

The data collection techniques which have been used for answering the research objectives mentioned in chapter 2 are discussed below.

In order to answer the first research objective of finding out the main factors of an effective performance appraisal system, the available literature has been reviewed. Data have been collected by means of the following:

- physical access to the main libraries of Cyprus which were located in Nicosia, access to the libraries of various international institutions via the web, general web search. The results of this review and analysis are found in chapter 3
- direct communication (face to face, phone, email for asking and answering specific questions and for sending information) with the government and other similar public sector organisations in Cyprus which had similar PAS and might have carried out studies similar to this project. The results of this review and analysis are incorporated in the review and analysis of organisational documentation below because of their direct relevance.

The organisation review has been used to answer the research objectives of finding out if the main factors of an effective PAS existed at CTO, their effect and their applicability to CTO as well as the possibility of other factors being applicable to CTO. Data have been collected by means of the following:

- organisational documentation, for documenting and evaluating the current PAS, such as performance appraisal regulations (see appendix 6), appraisal form specimens, specimens of any other documentation which is used for the purposes of appraisals and organisational structure (by type of activity and position-see appendices 3, 4 and 5). The results of this review and analysis are found in appendix 7 and chapter 4
- interviews and questionnaire for obtaining the trade unions' and employees' (appraisers and appraisees) opinion. More details regarding the interviews and questionnaire are given below. The results of this review and analysis are found in chapter 7.

The interviews and questionnaires are considered to be the most suitable data collection methods for obtaining the opinion of the research participants and that is why they are so commonly used. According to Chen et al (2000), the interviewing is suitable for finding out issues in exploratory research and is an inductive process whereby a particular aspect of social life is examined and theories derive from the data. As mentioned earlier, authors like Fink (1995), Aldridge and Levine (2001) and Gill and Johnson (2002/1997) indicate that the questionnaires are suitable for collecting information about the opinion of people. When carried out properly, the interviews and questionnaires offer the required levels of validity and reliability. They have been used on many occasions for work based projects and for research projects in the fields of performance appraisals and human resource development and management (e.g. Brewster et al (2003), Brewster and Harris (1999), Mabey et al (1998), Faizal (2005), Nykodym (1996)).

### 5.5 - Interviews

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### Interviews

##### Suitability of the Interviews:

- the research questions have been answered from the perspective of the appraiser
- the data which were collected through the interviews are valid and reliable as they have been triangulated with the data collected from other sources (see sections 5.3 and 5.4)
- the questions of the interviews were suitable because they were informed (based on the sources that are mentioned in sections 5.3 and 5.4) and piloted
- the interview was pilot tested as follows: the 1<sup>st</sup> pilot was conducted with one pilot

interviewee, the 2<sup>nd</sup> pilot was conducted with one pilot interviewee and the 3<sup>rd</sup> pilot was conducted with three pilot interviewees; the pilot interviews were conducted in the Greek language (according to the preferences of the pilot interviewees) but the questions, which were distributed to the pilot interviewees for purposes of preparing for the interview, were not translated into the Greek language as they had not been finalised yet (not wasting time on unnecessary translation)

-the pilots were necessary because through them I made sure that the interview was of a reasonable duration and that the questions were making sense and would not make the prospective interviewees feel uncomfortable (they were not offensive, annoying or stressful); the questions were presented as clearly and simply as possible and definitions/clarifications were provided so as to enhance the prospective interviewees' understanding who were not very familiar with the subject of performance appraisals; the restricted knowledge of the prospective interviewees about the subject under investigation was an issue but I could not change the subject or the population and I could not educate the population about the subject; however, I could enhance the prospective interviewees' understanding about the subject by presenting it as clearly and simply as possible (the response rate would be positively affected by the understanding of the prospective interviewees since a prospective participant will most likely not participate if he/she does not understand the questions)

-the research requirements of in-depth analysis and understanding and statistical significance have been satisfied

-the interviews were semi structured for purposes of maximum effectiveness: the structured approach (the questions) guided the interviews (staying on course and focused) and made the interviewees feel at ease through the creation of a conversation so that they disclosed information more easily and the non-structured approach provided the interviewees with the opportunity to clarify and elaborate on the issues by answering more on their own terms; the questions were circulated before the interviews so as to provide the interviewees with the opportunity to review the questions and prepare for their interview (an approach which proved to be helpful since the interviews with those who prepared were constructive)

-the interviewees felt comfortable and talked openly about the subject as the interviews were conducted in an informal, friendly and positive atmosphere (social encounter, identity work)

-the questions were explained, discussed, elaborated and explored with the interviewees so as to enhance the in-depth understanding and meaning and allow the necessary flexibility for talking about important issues which emerged; even though there were not any new insights/themes, I could not rely on a set of predetermined themes and I had to be flexible and explore the issues which emerged before deciding to abandon them (informed decision making).

#### High Response Rate:

-all the appraisers (total population) were asked to participate in the research for purposes of statistical significance and minimisation of non-response bias

-the findings are valid, reliable and representative of the total population since they are supported by a high response rate

-the high response rate was achieved through extra effort and time despite the advantages of access and trust that I had as an insider researcher (it is common for the prospective participants not to be as enthusiastic as the researcher); the extra effort and time were necessary not only for purposes of enhancing the research quality but also because of the circumstances e.g. the talkative interviewees (talkative by nature or because they found the subject interesting) and the more than one session

interviews (they were mainly caused by the management condition of conducting the interviews after office hours) made the interview process more time consuming

- the high response rate was achieved through the following: personal contact (polite, thankful), personalised distribution of the research documents, personalised interview arrangements (according to the preferences of the prospective interviewees), anonymity and confidentiality, carefully drafted covering letter and informed consent form (informing the prospective interviewees about the following: the project, their involvement, voluntary participation/non-coercion, anonymity and confidentiality)
- the high response rate was also achieved through the circulation of the research documents in English and Greek (after having being translated into the Greek language) and the conduct of the interviews in English or Greek (according to the interviewees' preferences): the interviewees reviewed the research documents and responded in the language they felt most comfortable with, their understanding was enhanced (minimum misinterpretation) and their participation was pleasant and efficient
- one of the reasons that could possibly explain why certain appraisers did not participate in the research is the lack of time.

#### Non-Response from the Trade Unions:

- the trade unions did not wish to participate in the research despite my encouragement and my effort for a satisfactory response rate (in the same way as I did for the appraiser interviews above); one of the reasons that could possibly explain why the trade unions did not participate in the research is the lack of time
- if the trade unions participated in the research (by answering the research questions from the perspective of the trade unions) the findings would be provided with more impact since they would also include the opinion of the trade unions (especially if their opinion was the same as that of the participants)
- the non-participation of the trade unions cannot be considered as problematic because in case they participated and their opinion was not the same as that of the participants it would not change the overall findings since the sample of the trade unions was much smaller than the sample of the participants; in addition, the findings would not change as the views of the trade union representatives (who are also employees) would most likely be similar to those of most of the participants since a significant number of the employees (who are members of the trade unions) participated in the research and most of them shared the same views; moreover, some of the trade union representatives (who are also employees) participated in the research from their capacity as an appraiser (granting an interview) or as an appraisee (completing a questionnaire) and may have shared the same views as most of the participants.

The interviews were used for obtaining answers to the research objectives from the perspective of the appraisers. The interview, which is a time consuming exercise, was used for the appraisers who were not too many (32 employees who were appointed as appraisers for the years of 2008, 2009 and 2010; see chapter 6 for details about the valid population under investigation). I intended to conduct interviews with all the appraisers (total valid population) not only because the total population was not large (statistical significance) but also for minimising non-response bias (which undermines validity).

Because it was important to have a sufficient rate of response (minimising non-response bias), I called the appraisers (a more personalised approach for purposes of

enhancing the response rate) to explain the purpose of my project and to ask them if they were interested in granting an interview (from the capacity of the appraiser) before sending out the covering letter, the consent form and the interview/questions checklist. Later I sent the documents to those who agreed to grant an interview (the documents were sent between 22/6/2010 and 3/12/2010). The same approach was followed for the preliminary interviews (see 'Questionnaire') i.e. I called 5 employees who were not supervising other employees and 5 employees who were supervising other employees but they were not appraising them to explain the purpose of my project and to ask them if they were interested in granting an interview (from the capacity of the appraisee and from the capacity of the superior and the appraisee) before sending out the documents. Later I sent the documents to all of them as they all agreed to be interviewed (the documents were sent between 22/6/2010 and 21/9/2010). The documents were not delivered personally as originally planned (excl. the offices abroad which had to be sent electronically) as it would be more time consuming than the way they were actually sent. The documents were placed in envelopes and sent via the internal mailing system for the appraisers based at the headquarters, by taxi for the appraisers based in other cities (the taxi is always used for delivering the mail to the employees in other cities) and electronically for the appraisers based at the offices abroad. I made an effort in encouraging the employees who were hesitant or too busy (it is common for the research participants not to be as motivated and enthusiastic about the research as the researcher is) to give an interview e.g. when they asked to cancel a scheduled interview due to an emergency I asked them to set a new date so that the interview was only postponed for a while and not cancelled.

As it is common in all research, there was not a 100% response rate but there was a quite high response rate i.e. 78% (25/32). The appraisers who did not respond mentioned that they could not give an interview because of lack of time (even though they had initially agreed to give an interview). In addition to the lack of time, the following reasons could possibly explain why some appraisers have not responded (22%) even though they were not mentioned by the appraisers who did not respond: believing that nothing would change in the organisation no matter what the findings of the project showed, not seeing the applicability of the appraisal concepts and practices mentioned in the interview checklist to CTO (believing that such concepts and practices were not taking place and were not expected to take place), thinking that confidentiality and anonymity would not be respected (avoiding to reveal their opinions and not trusting fully the researcher despite the fact that they were informed about the details of the research project and the assurances which were given by the researcher about the respect of confidentiality), finding the topic too sensitive or not interesting for talking about it, simply not wanting to spend time on an activity which they were not obliged to carry out (participation was voluntary), not being fond of interviews in general, finding the content (appraisal concepts and practices) of the interview checklist difficult, technical and specialised even though the appraisal concepts and practices were presented as simply as possible; even though they had the opportunity to ask me questions they did not most probably because they did not have the time to do so.

I intended to use interviews for obtaining answers to the research objectives from the perspective of the trade union representatives. I intended to conduct interviews with all the trade union representatives (total population: 18 employees who represented two trade unions; they were elected in the last elections of 2008) not only because the

total population was not large (statistical significance) but also for minimising non-response bias (which undermines validity). The total population did not include the representatives who retired or resigned before I communicated with the trade unions for purposes of the interviews. The elections for the trade union representatives take place every 3 or 4 years (according to the trade union) and even though some (not all as some are re-elected) representatives would be replaced in the next elections (2011 and 2012) it was not considered necessary to wait and interview the new representatives or even interview other employees who used to be representatives in the past because almost all the representatives express their trade union's strategy, values and beliefs and not their own; therefore, interviewing more employees would not enhance the insight to be gained. There were 5 employees who acted in the capacity of both the appraiser and the trade union representative and I intended to conduct interviews with them from both capacities (except 2 representatives who were appointed as appraisers for the year of 2009 and/or 2010 and who would not be interviewed from their capacity as appraisers due to insufficient appraiser experience).

Because it was important to have a sufficient rate of response (minimising non-response bias), I called the trade union representatives (a more personalised approach for purposes of enhancing the response rate) to explain the purpose of my project and to ask them if they were interested in granting an interview (from the capacity of the trade union representative) before sending out the covering letter, the consent form and the interview/questions checklist. Later I sent the documents to those who asked to have a look at the documents first before agreeing to grant an interview even though they initially agreed to grant an interview. The documents were sent to all of them, between 23/6/2010 and 28/6/2010, apart from two representatives who did not agree to give an interview from the very beginning. The documents were not delivered personally as originally planned as it would be more time consuming than the way they were actually sent. The documents were placed in envelopes and sent via the internal mailing system for the trade union representatives based at the headquarters and by taxi for the trade union representatives based in other cities (the taxi is always used for delivering the mail to the employees in other cities). I made an effort in encouraging the representatives who were hesitant or too busy (it is common for the research participants not to be as motivated and enthusiastic about the research as the researcher is) to give an interview.

Unfortunately, the response rate from the trade unions was very disappointing. Even though I tried to conduct interviews with the trade union representatives for purposes of obtaining answers to the research objectives from their perspective (e.g. how do the trade union representatives see the PAS and their role in that system in relation to employees' performance), I did not manage to conduct any interviews (not even one representative interview from each of the trade unions).

One of the representatives of the first trade union explained that he/she was representing the rest of the representatives and he/she promised to give an interview on behalf of all the representatives. Arrangements were made for the interview but the interview was not conducted as the representative did not show up. It was obvious that the trade union did not wish to participate in the research after all since the representative did not ask me to reschedule the interview at a later date.

During the distribution and return of the questionnaires, one respondent who also acted in the capacity of the trade union representative of the first trade union called me to ask questions about the completion of the questionnaire. The representative

showed interest about my project and on that occasion I mentioned that there was no response from the trade unions. The representative decided to grant an interview on behalf of the first trade union and asked me to send him/her the relevant documents. I sent him/her the English and Greek documents (on 28/11/2011) and I asked him/her to let me know when he could grant the interview. However, the interview was not conducted as the representative did not respond.

Two of the representatives (they were representing the rest of the representatives) of the second trade union explained that the representatives could not grant an interview because they could not bind the employees of CTO with their opinion (an opinion which had not yet been approved by the employees). At that stage, the trade union had no specific views on the subject of performance appraisals that had been approved by the employees at a general meeting and could be communicated to 3<sup>rd</sup> parties. The representatives could answer my questions provided the answers were approved by the employees at the next general meeting. Despite this possibility, the representatives did not wish to obtain the employees' approval during the next general meeting (which could be easily arranged) and they chose not to participate in the research. Some reasons that could possibly explain why the trade union representatives have not responded (0%) are the following (the reasons were not mentioned by any of the representatives who did not respond): believing that nothing would change in the organisation no matter what the findings of the project showed, not seeing the applicability of the appraisal concepts and practices mentioned in the interview checklist to CTO (believing that such concepts and practices were not taking place and were not expected to take place), lack of time, thinking that confidentiality and anonymity would not be respected (avoiding to reveal their opinions and not trusting fully the researcher despite the fact that they were informed about the details of the research project and the assurances which were given by the researcher about the respect of confidentiality), finding the topic too sensitive or not interesting for talking about it, simply not wanting to spend time on an activity which they were not obliged to carry out (participation was voluntary), not being fond of interviews in general, finding the content (appraisal concepts and practices) of the interview checklist difficult, technical and specialised even though the appraisal concepts and practices were presented as simply as possible; even though they had the opportunity to ask me questions they did not most probably because they did not have the time to do so.

The appraiser interviews (25) were conducted between 28/6/2010 and 23/12/2010 (6 months). As explained in chapter 6, the interviews took longer than expected because of certain factors and activities e.g. calling the interviewees, talkative interviewees, more than one session interviews, tape-recorder, feedback, etc.. As indicated in chapter 6, the activities were necessary not only because of the circumstances but also for purposes of a higher response rate and a higher quality of the research.

Most of the interviews (18/25=72% for the appraisers' interviews and 10/10 =100% for the preliminary interviews) took place at the headquarters as most of the interviewees were willing to grant an interview there. This was the most convenient option as most of the interviewees were based at the headquarters (inc. myself). For the interviewees who were based in other cities or abroad, the interviews were conducted via teleconferencing (7/25=28% for the appraisers' interviews and 0/10 =0% for the preliminary interviews) as it was the most practicable and convenient way for the interviewees and me at the time. There was no need to travel abroad or to other cities as that would be more time consuming and costly especially when the

alternative of teleconferencing was available at no cost. If the interviewees happened to visit the headquarters during that time I would have arranged for the interviews to take place at the headquarters provided the interviewees agreed to that. Most of the interviews which took place at the headquarters were conducted at my office (12/25=48% for the appraisers' interviews and 8/10 =80% for the preliminary interviews) and a few of them (6/25=24% for the appraisers' interviews and 1/10 =10% for the preliminary interviews; one=1/10 =10% of the preliminary interviews was conducted at my department's conference room) at the interviewees' offices according to the interviewees' preferences.

I respected the interviewees' timetable and the time of the interviews was set according to their preferences apart from the restriction mentioned below. Most of the interviews (23/25=92% for the appraisers' interviews and 9/10 =90% for the preliminary interviews) were conducted after office hours (due to the time restriction set by the Acting Director General) and very few during office hours (2/25=8% for the appraisers' interviews and 1/10 =10% for the preliminary interviews). The Acting Director General authorised me to proceed with the interviews on the condition that I carried out the interviews after office hours so as not to disrupt the employees with their work.

The interview was pilot tested before it was conducted (recommended also by Weiss (1994-in Mertus and Goldman (2009)) and Creswell (1998-in Mertus and Goldman (2009)). I used the relevant checklist which is recommended in the university module guide with appropriate feedback from my advisor. The pilot test helped me in adjusting the drafts of the question checklists where appropriate since through it I practised my interviewing skills, I timed the duration of the interview and I made sure that the questions were clear and made sense and they did not make the participants feel uncomfortable (causing annoyance or stress by being inappropriate or offensive). The first pilot test (52 questions; the drafting of the questions was guided by the literature review) was conducted with a relative (civil servant who was appraised under the same PAS as the one at CTO; interviewed from the capacity of the appraisee without subordinates) so as to time the duration of each question and of the whole interview and to identify possible repetitions or questions which were not that significant and which I could exclude from the question checklists (as also advised by my advisor who found the drafts of my question checklists too long for purposes of an interview). I identified such questions and I excluded them so as to reduce the duration of the interview which was indeed long. It would have been unreasonable to ask the interviewees to sacrifice so much of their valuable time; besides, the long interviews are tiring and unproductive and the response rate would have been minimal (the participants would know in advance about the estimated completion time through the covering letter I would send them).

I then pilot tested the interview with a friend (civil servant who was appraised under the same PAS as the one at CTO; interviewed from the capacity of the appraisee without subordinates) and this time it was not that long (since some questions were excluded). In the same manner as the first pilot, I excluded some more questions and at this stage I was confident that the most important issues would be asked and answered without tiring or straining the interviewees (a pleasant and constructive interview).

Afterwards, I pilot tested the interview (15 questions) with three colleagues of mine (one from the capacity of the appraisee without subordinates, one from the capacity of



the appraisee with subordinates and one from the capacity of the appraiser; the last colleague would also give an actual appraiser interview as he/she was part of the sample to be investigated) and it went well since they all thought that the interview was of an acceptable duration (about one hour and a quarter) and the questions were interesting and clear without having to add or delete anything.

In consequence, an informed, short and comprehensive version of the question checklists was achieved (obtaining the required information for purposes of answering the set research objectives) by combining some of the questions and excluding the less important questions since it was possible for the interviewees to talk about the less important issues during their answers to the more important questions; this was actually the case for most of the interviewees. Few of the questions (in both the draft and final versions) were long winded due to explanatory comments but this was necessary (also explained to the interviewees) for purposes of enhancing the interviewees' understanding about certain performance appraisal terms and concepts (not considered to affect the response rate adversely) e.g. an explanation of the different types of bias which cause distortion of appraisal ratings enables the interviewees to understand and answer the question (most interviewees were not aware of such terms and concepts). None of the pilot participants had any special knowledge on the subject of performance appraisals. I provided all the pilot participants with my question checklists before the pilot interview so as to be given the time to think about the questions and prepare. This approach was very helpful as the pilot interviews were indeed constructive with those interviewees who reviewed and thought about the questions before. Each of the final question checklists (see appendices 16, 18, 20 and 22) consisted of 15 questions. In addition to these 15 questions, the interviewees were asked to mention any other factors which improved performance, any additional comments about performance appraisals and the project and their demographic features.

The pilot interviews were conducted in Greek according to the pilot participants' request. The interview checklist was distributed in English because at the time of the pilot the Greek version was not ready. The Greek version was not ready because all the documents (covering letter, consent form, interview checklist) would be translated into Greek once the pilot was completed and the interview checklist (content, format, structure) was finalised; otherwise, I would be wasting valuable time on unnecessary translation. The pilot participants did not mention that the English version made them feel uncomfortable but it was obvious that they were more comfortable with the Greek language since the interviews were conducted in Greek.

The type of the interview was semi-structured. The semi-structured interview gives the opportunity to the interviewees to clarify and elaborate on issues by answering more on their own terms unlike the standardised interview (Chen et al (2000)). The questions were based on the literature review and analysis (chapter 3), the organisational documentation review-review of the regulations of the current PAS and analysis (chapter 4) and the existing knowledge that I had for the organisation as an insider (chapter 4). They were prepared in advance and used as an interview checklist for guiding the interview and staying on course; this structured approach also helped me with the analysis of the findings later on (e.g. with the theme analysis as each question represented a different theme). According to Creswell (1998-in Mertus and Goldman (2009)), the interview checklist helps in staying focused and according to Weiss (1994-in Mertus and Goldman (2009)), it makes the respondents feel at ease through the creation of a conversation so that they disclose information more easily.

The questions (e.g. how do the appraisers see the PAS and their role in that system in relation to employees' performance as well as their own performance - for more details see the actual English and Greek interview checklists which were distributed to the interviewees in appendices 16 and 17) were discussed, elaborated and explored with the interviewees so as to enhance insight, in-depth understanding and meaning (Locke et al (1999)) and allow flexibility for talking about important issues which emerged. The interviewees were also asked to make additional comments which they considered relevant and important to the project and the subject of study. The in-depth interviews aid the participants to reflect on their thoughts and actions so that data about what they consider important are collected and at the same time ambiguities that might arise are probed and clarified. May (2001-also in Archiver (2007)) indicates that the interviews provide insights into people's biographies, experiences, opinions, values, aspirations, attitudes and feelings. According to Cohen et al (2000-also in Zhang (2009-p.173) and Perry et al (2006-p.8, 9)), the interviews enable the participants to discuss their interpretations of the world in which they live and express how they regard situations from their own point of view. According to Weiss (1994-in Mertus and Goldman (2009)), the above qualitative approach of interviewing gives a more complete picture of the perspective of the subjects and allows the subjects to express themselves about the topic. Silverman (2009) indicates that the qualitative research design allows for greater flexibility than the quantitative research design e.g. as new factors emerge the sample may be increased in order to say more about them. In the case of my project, the sample did not have to increase as the total population was investigated in any case. There were no new themes (new factors or issues which were relevant and important) that emerged from the interviews. That was the case even for the questions which were looking for new themes e.g. other factors that improve performance, relevant and important comments in relation to the project or the subject of performance appraisals (a few issues were mentioned but they were part or extensions of the existing themes or factors). I was open and flexible and I was exploring, talking about and taking into account anything important which emerged (making an assessment as to whether it represented a new theme) throughout the duration of the project e.g. during every interview that followed and even until the transcription and analysis stages when the issues were abandoned since they were not new themes. The whole interview process would have been more time consuming if new important issues emerged during the last interviews and there was a need to go back to the previous interviewees to discuss them. Even though there were not any new themes, the interview experience showed that the researcher cannot rely on a set of predetermined themes as other issues may emerge and there should be flexibility to explore them (even if there is a possibility for the issues to be abandoned later, e.g. during the transcript or analysis stage, they have to be explored so as to make an informed decision as to whether they should be abandoned or not).

The interview checklist was distributed to the interviewees before the interview so that the interviewees would have some time to prepare and think about the topic and the questions in their own time so that the interview would become more constructive. This approach was very helpful as the interviews were indeed constructive with those interviewees who had time to review and think about the questions before, even briefly (15/25=60% for the appraisers' interviews and 9/10 =90% for the preliminary interviews; the rest of the interviewees did not prepare mainly due to lack of time). Even though some of these interviews were time consuming, they were still constructive as the interviewees prepared for the interview and provided a lot of

relevant and useful information. These interviews were time consuming not because of the interview checklist but because the interviewees happened to be talkative either by nature (e.g. they liked to elaborate and give examples) or because they found the questions interesting (this was also the case with other interviewees who did not have time to review the checklist before). Therefore, it can be concluded that the interview checklist can act as a helpful tool during the interviews.

A covering letter, which was attached to the interview checklist, was distributed to the interviewees. The details of the content of the covering letters are found in appendices 8 and 12 (the Greek covering letters are found in appendices 9 and 13). The covering letters in appendices 10 and 11 were used for the preliminary interviews with the appraisees (see “Questionnaire” below).

The documents (the interview checklist, the covering letter and the informed consent form) were circulated in English (everybody at CTO speaks the English language) and Greek (native language) so as to give the option to the interviewees to review the above documents and respond in the language they were most comfortable with thus avoiding any possible misinterpretation on behalf of the interviewees and increasing the response rate by making the interviewees’ participation as easy and as pleasant as possible; a helpful approach for purposes of conducting an effective and efficient research. In addition, the interviewees had the opportunity to refer to the English version (they have a good command of the English language) for verifying their understanding just in case the Greek translation appeared to be inaccurate, unclear or incomplete to some of the interviewees. Regarding the actual interview, I asked them to speak in the language they were most comfortable with i.e. even though they speak the English language they might have felt more comfortable in having a discussion in Greek. Almost all the interviews (23/25=92% for the appraisers’ interviews and 10/10=100% for the preliminary interviews) were conducted in the Greek language (as expected) as the interviewees chose to speak in Greek (even though some of the interviewees used the English documents for preparing for the interview). Only 2 interviews (2/25=8% for the appraisers’ interviews) were conducted in English according to the interviewees’ preference (the 2 interviewees and myself were more comfortable with the English language, unlike other interviewees, due to similar background i.e. we were used to the English or American technical terminology because we studied and/or worked abroad e.g. the UK and the USA). Even though most of the interviews were conducted in Greek, I was taking my notes in English (instantaneous translation) so as to make it easier for me later on when I would be writing out my analysis of the findings. I believe that the interviewees found the interview easy and pleasant because they felt more comfortable, efficient and helpful when communicating in their native language rather than in a foreign language which would require more effort and time (irrespective of the good command that they have for the English language). In addition, the pilot interviews showed that, in relation to the preparation and granting of an interview, the pilot participants were more comfortable with the Greek language; the pilot participants did not mention that the interview checklist (in English) made them feel uncomfortable but it was obvious that they were more comfortable with the Greek language since the pilot interviews were conducted in Greek.

The interviews were conducted in a friendly and informal manner with minimal inconvenience and a positive atmosphere where the interviewees did not feel tense or

hostile (as indicated by Weiss (1994-in Mertus and Goldman (2009)). According to Cohen et al (2000), the interview is not merely a data collection exercise but a social encounter. Cassell (2005) indicates that the interview is a place where identity work takes place and where the interviewers should manage impressions and account for themselves. Identity work functions for decreasing the ambiguity that surrounds the interview where the identity of the interviewer is actively constructed through the interview process. The interviewees were doing most of the talking and they were not interrupted unless they started talking about something irrelevant; in this case they were interrupted in a subtle way (as indicated by Weiss (1994-in Mertus and Goldman (2009)) so as not to embarrass them (some interviewees were getting carried away and started elaborating on an experience or issue which was of no particular relevance to the questions or the project). In case the interviewees gave unclear and incomplete answers, I was asking questions so that they would clarify and develop their answers further and give more detail (as indicated by Weiss (1994-in Mertus and Goldman (2009)). I also did a lot of talking during the interview since I asked and explained every single question, I asked more questions and made further explanations if the answers did not make sense and I discussed certain issues which needed to be elaborated. At the beginning of the interview, they were asked to try and be as honest as possible with their answers as their true personal opinion (about the true picture of the situation and the ways that the situation could be improved) was important in relation to the project's objectives. They were also told that there were no wrong or right answers. They were also reminded that confidentiality would be maintained so as to reassure them and encourage them to be as honest as possible. This introduction was made so as to encourage them to reveal their true beliefs (Van Maanen (1979) indicates that the researcher takes at face value the information that the respondents choose to reveal) and discourage them from being influenced by other people's opinion and bias (inc. myself). I believe that the above approach encouraged the interviewees to talk openly about anything and reveal their true beliefs (I could tell during the discussion that they were not lying because of my knowledge about the interviewees and the current situation at CTO) and discouraged them from being influenced by other people or factors apart from certain cases in which they might have exaggerated for certain issues (see chapter 7). According to May (2001), the interviews are said to elicit knowledge free of prejudice or bias whereby distance is required for judging the situation with objectivity (May (2001) explains that there is tension between objectivity and subjectivity during the interview and the interviewer and interviewee need to establish an inter-subjective understanding and semi-conscious awareness for letting the interview flow).

The interviews were conducted on an one-to-one and face-to-face basis (apart from the interviews conducted via teleconferencing which were not face-to-face) as the group interviews are usually considered less constructive e.g. the interviewees are influenced from each other and they feel exposed (confidentiality is not guaranteed by the interviewees) so that they are not honest with their answers. According to Cohen et al (2000), the interviewer needs to establish an appropriate atmosphere such that the participants can feel secure to talk freely and where guarantees of confidentiality are ensured.

Before the commencement of each interview, I explained the use of the tape-recorder i.e. helping me in taking accurate notes and in not missing anything. I also mentioned to the interviewees that they had every right to refuse the use of the tape-recorder (not

compulsory) especially if it made them feel uncomfortable. I explained that it was important to feel comfortable and express themselves freely and it was preferable not to use the tape-recorder if it prevented them from doing so. This approach (not being coerced and feeling comfortable) encouraged some interviewees to consent to the use of a tape-recorder since they could see the reason behind it i.e. to help me in taking accurate notes (some of the interviewees who consented seemed to have no problem at all with a tape-recorder as it did not make them feel uncomfortable). Despite the above encouragement, some interviewees did not consent to the use of a tape-recorder most probably because the tape-recorder made them in general feel uncomfortable in divulging information.

I asked for the interviewees' consent in relation to the use of a tape-recorder (even though the use of a tape-recorder was mentioned in the consent form) and I used it only for those interviewees who consented (12/25=48% for the appraisers' interviews and 5/10 =50% for the preliminary interviews). In the case of the interviewees who did not consent to the use of the tape recorder (13/25=52% for the appraisers' interviews and 5/10 =50% for the preliminary interviews), I tried to be fully concentrated so that my notes would be as complete and accurate as possible (see chapter 6 for more details). I was taking notes during the interviews even in the cases that I was using a tape-recorder for purposes of enhanced concentration and reflection and also in case the tape-recorder malfunctioned (the tape-recorder did not malfunction after all). According to Weiss (1994-in Mertus and Goldman (2009)), the use of a tape-recorder during an interview helps the researcher not to miss anything from what has been said and to also concentrate on body language (even though researchers prefer to take notes as it forces them to concentrate and even though the interviewees usually feel uncomfortable in divulging information when a tape-recorder is used). Creswell (1998-in Mertus and Goldman (2009)) agrees with Weiss (1994-in Mertus and Goldman (2009)) and advises that notes should also be taken in case the tape-recorder malfunctions. The tape-recorder has indeed helped me in not missing anything from what was mentioned by the interviewees (see chapter 6 for more details) and in concentrating on the body language (inc. the visual contact and the manner of response of the interviewees). My field notes (the notes which I was taking during the interviews and the transcription of the recordings later on; the transcription was semi-verbatim) for the interviews included also descriptions of the manner in which the interviewees responded provided that manner was considered relevant at the time for highlighting specific points. According to Bryman (2001-also in Wesley (2009-p.11)), the transcription of the interviews enables the identification of concepts and categories that have arisen (content analysis for the text in the interview transcripts: analysis of documents and texts that seeks to quantify content in terms of predetermined categories and in a systematic and replicable manner). The use of the above approach facilitated my analysis as it helped in documenting all the issues or themes that emerged from the interviews as well as the context (see the manner of the interviewees' response above) in which these issues emerged. It also helped in quantifying the data by measuring the extent or frequency that the issues were mentioned by the interviewees during the interview discourse. Special terminology and comments (discourse associated with certain issues) which were used by some interviewees were also documented and quantified as above. This analytical approach, which was also used for the open-ended question (text) of the questionnaire, was useful for the interpretation and discussion of the findings as it provided more information and insight.

## 5.6 - Questionnaire

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

### Questionnaire

#### Suitability of the Questionnaire:

- the research questions have been answered from the perspective of the appraisee
- the data which were collected through the questionnaire are valid and reliable as they have been triangulated with the data collected from other sources (see sections 5.3 and 5.4)
- the questions of the questionnaire were suitable because they were informed (based on the sources that are mentioned in sections 5.3 and 5.4) and piloted
- the questionnaire was informed not only by the appraiser interviews (see previous section) but also by the preliminary interviews which were conducted specifically for this purpose: the research questions have been answered from the perspective of the appraisee (appraisees without and with subordinates; the latter appraisees/superiors did not appraise their subordinates), a convenience sample (small but acceptable and sufficient) was suitable since at this stage the sample did not have to be representative (inferences would not be drawn), the interviewees/appraisees were not randomly selected for practical reasons, all the appraisees who were selected accepted to be interviewed, the preliminary interviews were conducted in the same manner as the appraiser interviews (the principles and methodology for the appraiser interviews that are mentioned in the previous section were also applicable to the preliminary interviews)
- the questionnaire was pilot tested as follows: the 1<sup>st</sup> pilot was conducted with four pilot respondents, the 2<sup>nd</sup> pilot was conducted with two pilot respondents and the 3<sup>rd</sup> pilot was conducted with two pilot respondents; the questionnaire, which was distributed to the pilot respondents, was not translated into the Greek language as it had not been finalised yet (not wasting time on unnecessary translation)
- the pilots were necessary because through them I made sure that the completion of the questionnaire was of a reasonable duration and that the questions were making sense and would not make the prospective respondents feel uncomfortable (they were not offensive, annoying or stressful); the questions were presented as clearly and simply as possible and definitions/clarifications were provided so as to enhance the prospective respondents' understanding who were not very familiar with the subject of performance appraisals; the restricted knowledge of the prospective respondents about the subject under investigation was an issue but I could not change the subject or the population and I could not educate the population about the subject; however, I could enhance the prospective respondents' understanding about the subject by presenting it as clearly and simply as possible (the response rate would be positively affected by the understanding of the prospective respondents since a prospective participant will most likely not participate if he/she does not understand the questions)
- the questionnaire consisted mainly of closed-ended questions as these questions are preferred by the respondents and they are an efficient data collection tool; an open-ended question was also included for purposes of in-depth understanding and meaning; even though many respondents did not answer the open-ended question (possibly because it required more effort, they were not familiar with the subject and they would not provide any new insights) and new insights were not provided by those who did, it was important to provide the respondents with the opportunity to talk openly about the subject and the project if they wished
- the research requirements of statistical significance and in-depth analysis and

understanding have been satisfied.

Satisfactory Response Rate:

- all the appraisees (total population) were asked to participate in the research for purposes of statistical significance and minimisation of non-response bias
- the findings are valid, reliable and representative of the total population since they are supported by a satisfactory response rate
- the satisfactory response rate was achieved through extra effort and time despite the advantages of access and trust that I had as an insider researcher (it is common for the prospective participants not to be as enthusiastic as the researcher); the extra effort and time were necessary not only for purposes of enhancing the research quality but also because of the circumstances e.g. the extension of the deadline for returning the questionnaire and the communication with the prospective respondents (they were encouraged but not coerced) made the questionnaire activity more time consuming
- the satisfactory response rate was achieved through the following: personal contact (polite, thankful), personalised distribution of the research documents, extension of the deadline for returning the questionnaire, anonymity and confidentiality, carefully drafted covering letter and informed consent form (informing the prospective respondents about the following: the project, their involvement, voluntary participation/non-coercion, anonymity and confidentiality)
- the satisfactory response rate was also achieved through the circulation of the research documents in English and Greek (after having being translated into the Greek language): the respondents reviewed the research documents and responded in the language they felt most comfortable with, their understanding was enhanced (minimum misinterpretation) and their participation was pleasant and efficient; the reasons for circulating the research documents in both languages were implied but they should have been mentioned in the covering letter so as to avoid any confusion (as in the case of a few respondents who completed both the English and the Greek questionnaire)
- one of the reasons that could possibly explain why some appraisees did not participate in the research is the lack of time.

The questionnaire was used for obtaining answers to the research objectives from the perspective of the appraisees (e.g. how did they see the PAS and their role in that system and how did the system affect their performance). All the employees act in the capacity of the appraisee according to the regulations of the current PAS (the appraisers are also appraisees). The questionnaire was distributed to all the appraisees (total population: 218 employees) not only because the population was not too large (statistical significance) but also for minimising non-response bias (which undermines validity). See chapter 6 for details about the valid population under investigation (all the valid appraisees at the time that the questionnaire was distributed i.e. in November 2011).

For purposes of enhancing the response rate (minimising non-response bias), I could have followed the same approach as the interviews i.e. I could have called the respondents (a more personalised approach) to explain the purpose of my project and ask them if they were interested in completing the questionnaire (from the capacity of the appraisee) before sending out the covering letter, the consent form and the questionnaire. I did not call the respondents before the distribution of the questionnaire or during the original deadline of 3 weeks as I wanted to give them the space and time to reply at their own pace without pressurising them about it. Besides,

they were not supposed to feel coerced to participate (this was also one of the Acting Director General's remarks) i.e. the participants usually feel obliged to respond when the researcher communicates with them verbally especially when the researcher is their colleague (if they do not respond they will most probably feel uncomfortable during their future encounters with the colleague-researcher). The interview approach was different and more personalised (I called them to explain the purpose of my project and ask them if they were interested to grant an interview and then I sent the documents; afterwards the place/time of the interviews were set and then the interviews were conducted) not only because the total population was much smaller and therefore more feasible in terms of time (32 participants for the interviews Vs 218 participants for the questionnaire) but also because the interview required a stronger researcher-participant contact and relationship (face-to-face and one-to-one basis whereby the researcher and participant work together unlike the questionnaire whereby the participant completes and returns the questionnaire by himself/herself without the intervention of the researcher).

The documents (the covering letter, the consent form and the questionnaire) were not delivered personally (personal contact increases the response rate) as originally planned (excl. the offices abroad which had to be sent electronically or by fax) because it would be a lot more time consuming than the way they were actually sent. The documents were placed in envelopes and sent via the internal mailing system for the respondents based at the headquarters, by taxi for the respondents based in other cities (the taxi is always used for delivering the mail to the employees in other cities) and by fax for the respondents based at the offices abroad.

I made an effort in encouraging the respondents who were hesitant or too busy (it is common for the research participants not to be as motivated and enthusiastic about the research as the researcher is) to complete the questionnaire e.g. I called them (more personal) to remind them to complete the questionnaire in case they did not and I gave them an extension to the deadline of completion (willing to respond but not managing to do so by the time of the deadline). The details of the above research actions (i.e. the extension of the deadline, the 1<sup>st</sup> and 2<sup>nd</sup> phase phone calls and the coincidental communication with the respondents which followed) are explained in chapter 6. Even though these actions were very time consuming, they were necessary because through them the response rate increased dramatically i.e. the response rate at the end of the original deadline of 3 weeks (16/12/2011) was only 37/218=17% and then it increased to 93/218=43%; the number of new responses was 93-37=56. I believe that the response rate would have remained low if I did not take these actions. The reasons which explain why the personal contact with the respondents (without coercion) and the extension of the deadline helped in increasing the response rate are elaborated in chapter 6. The reasons were verified during the conversations that I had with the respondents.

As it is common in all research, there was not a 100% response rate but there was a satisfactory response rate of 43% (93/218) (the findings are considered as valid since they are supported by a sufficient response rate which represents almost half of the total population; the validity of the questionnaire findings is also enhanced by the findings of the interviews).

Some reasons that could possibly explain why many respondents have not replied (125/218=57%) are the following (some of the reasons were actually mentioned by the respondents): believing that nothing would change in the organisation no matter what the findings of the project showed, not seeing the applicability of the appraisal



concepts and practices mentioned in the questionnaire to CTO (believing that such concepts and practices were not taking place and were not expected to take place), lack of time, some respondents could not see the point of responding as they were retiring soon and the PAS would not be affecting them anymore, some respondents who were interviewed from their capacity as an appraiser could not see the point of responding through the questionnaire as they thought that it would be a waste of time because they already spent plenty of time on communicating their opinion during the interview, thinking that confidentiality and anonymity would not be respected (avoiding to reveal their opinions and not trusting fully the researcher despite the fact that they were informed about the details of the research project and the assurances which were given by the researcher about the respect of confidentiality), simply not wanting to spend time on an activity which they were not obliged to carry out (participation was voluntary), not being fond of questionnaires in general, finding the topic too sensitive or not interesting, finding the content (appraisal concepts and practices) of the questionnaire difficult, technical and specialised even though the appraisal concepts and practices were presented as simply as possible; even though they had the opportunity to ask me questions they did not (very few respondents asked me questions of a technical nature) most probably because they did not have the time to do so. It is not certain whether the response rate was minimised by the condition of completing the questionnaire after office hours because it is not known whether the respondents actually complied with the condition (the participant completes and returns the questionnaire by himself/herself without the intervention of the researcher unlike the interviews whereby the researcher and participant work together).

I conducted some preliminary interviews between 23/6/2010 and 4/10/2010 (3½ months) with some appraisees (10) so as to aid the preparation of an informed questionnaire (appraisee perspective). As explained in chapter 6, the interviews took longer than expected because of certain factors and activities e.g. calling the interviewees, talkative interviewees, more than one session interviews, tape-recorder, feedback, etc.. As indicated in chapter 6, the activities were necessary not only because of the circumstances but also for purposes of a higher response rate and a higher quality of the research. The number of appraisees selected had no particular significance since it was only a convenience/opportunity sample. There was no need for the sample to be representative of the population as inferences or generalisations would not be made at this stage. A small sample (e.g. 5-10 employees) was therefore considered acceptable and sufficient. The sample has actually proved to be sufficient as the data collected did not suggest the increase of the sample. The sample of the appraisees who were selected and interviewed did not include any of the persons who were interviewed from their capacity as appraisers (see “Interviews” above) simply for interviewing as many people as possible (with similar or different views). The sample of the appraisees who were selected and interviewed consisted of employees from both of the categories of appraisees which existed. The categories were the following:

- appraisees who did not supervise other people (they did not have subordinates) for answering the research objectives from the perspective of the appraisee e.g. how did the PAS affect their performance
- appraisees who supervised other people (they had subordinates) but they did not get to appraise them for answering the research objectives from the perspective of the appraisee and the superior e.g. how did the PAS affect their subordinates’ and their own performance (some of these appraisees were supervising more subordinates than

the other appraisees and some of these appraisees were supervising subordinates for more years than the other appraisees) (the appraisees who had subordinates and appraised them were interviewed under their appraiser capacity-see “Interviews” above).

A few appraisees (5 employees) were selected and interviewed from each of the above categories. All the appraisees, who were selected, accepted to be interviewed. At the beginning there was an effort in selecting the 10 appraisees randomly but in the end I selected 10 appraisees that I liked, I got on and I knew well for practical reasons i.e. they would like to grant an interview so as to help me out with my project and the interview process would be a pleasant experience for them since they would be interviewed by someone they liked, they got on and they knew well. This basis of selection has actually proved to be very helpful since the employees selected agreed to give an interview without hesitating for a moment, they willingly spent time in providing me with information so as to help me out with my project and their interviews were constructive as they were comfortable and talked openly about the subject.

The feedback and experience from the preliminary interviews has indeed guided (e.g. gained an insight regarding the respondents’ perceptions on the issues) the preparation of a better and more informed questionnaire which was used to confirm the findings of the preliminary interviews with a larger and more representative sample of respondents (statistical significance) i.e. in this case the total population. The feedback and experience from the appraiser interviews (being a larger sample than the preliminary interviews) has also guided the preparation of the questionnaire which was used to confirm the findings of the appraiser interviews. The preliminary interviews were conducted in the same manner as the appraiser interviews (see “Interviews” above) and the same principles and methodology were applicable to this case also.

The findings of the preliminary interviews were also used for purposes of supporting the findings of the appraiser interviews (see chapter 7).

Most of the questionnaires (154/218=70%) were distributed (between 24/11/2011 and 25/11/2011) via the internal mailing system. This was the most practicable and convenient option (as well as not costly or time consuming because it was part of the routine work mail distribution/collection) as most of the respondents were based at the headquarters (inc. myself). The questionnaires, for the respondents who were based in other cities (56/218=26%), were sent (on 23/11/2011) by taxi. The questionnaires, for the respondents who were based abroad (8/218=4%), were sent (on 23/11/2011) by fax (the Greek questionnaire was resent on 1/12/2011 to one of the respondents as he/she misplaced it). Even though all the questionnaires could have been sent by e-mail (less costly and time consuming both in terms of distribution and printing), they were not because I believe that the hard copy-envelope option is more personal and effective. The questionnaires, for the respondents who were based in other cities and abroad, could have been sent by mail but they were not because the options of the taxi and fax were faster and at no cost (phone calls and faxes to offices in other cities and abroad are treated as internal communication and bear no cost) (the routine taxi service for delivering the mail to the employees in other cities was used without an extra charge since work documents were also sent). The whole distribution activity took five days (from 21/11/2011 until 25/11/2011). The distribution activity includes not only the actual distribution of the research documents (covering letter, consent form and questionnaire in English and Greek) but also the photocopying, dating,

signing, stapling, clipping and placing in envelopes. The distribution activity includes also the phone calls I made to the respondents who were based abroad so as to make sure that they received the fax. The personal touch of the phone calls and the briefing on the project encouraged the respondents to participate since they promised that they would complete the questionnaire and place it in the special box when they would be visiting the headquarters for the annual meeting of the heads of the offices abroad; in fact, one of the respondents started completing the questionnaire on the same day and called me back so as to explain to him/her some of the questions.

The Acting Director General authorised me to proceed with the questionnaire on the condition that I asked the respondents (through the covering letter-see appendix 24) to complete the questionnaire after office hours so as not to disrupt them with their work. He also asked me to inform the respondents (through the covering letter-see appendix 24) that all the work related to my project was carried out by me after office hours so as to avoid any misunderstandings, complaints, gossip and accusations (see chapter 6 about the complaint made by a Board member and the gossip and accusations made by certain colleagues during the interviews). In addition, the Acting Director General asked me to mention in the covering letter (see appendix 24 and also appendix 26 for the consent form) that the Management of CTO approved the process of the conduct of the research and I complied with the requirements of the Management so as to avoid any misunderstandings as explained above.

The questionnaire was pilot tested before it was distributed. I used the relevant checklist which is recommended in the university module guide with appropriate feedback from my advisor and consultant. I reviewed the pilot results very carefully and I amended the content and layout of the questionnaire accordingly. The pilot test helped me in adjusting the drafts of the questionnaire where appropriate since through it I timed the duration of the completion of the questionnaire and I made sure that the questions were clear and made sense, they were presented and structured well and they did not make the participants feel uncomfortable (causing annoyance or stress by being inappropriate or offensive). The pilot respondents accepted to participate in the pilot without any hesitation and willingly spent the time on completing the questionnaire. I selected them because I got on well with them and I knew that they would gladly help me out with my project. The same approach was followed for the pilot interviews.

The 1<sup>st</sup> pilot (1<sup>st</sup> version: see appendix 32 for the actual content; the content of the questionnaire was guided by the interview checklists of the appraiser and preliminary interviews) was conducted with a relative (civil servant who was appraised under the same PAS as the one at CTO) and three colleagues so as to time the duration of the completion of the questionnaire, identify possible flaws with the format and structure and possible repetitions or questions which were not that significant and which I could exclude from the questionnaire. I identified such flaws and questions and I amended/excluded them (I also added a few more questions and rephrased some of the other questions) so as to reduce the duration of the questionnaire completion which was indeed long. It would have been unreasonable to ask the respondents to sacrifice so much of their valuable time; besides, the time consuming questionnaires are tiring and unproductive and the response rate would have been minimal (the respondents would know in advance about the estimated completion time through the covering letter that I would send them).

Some of the pilot respondents (from the 1<sup>st</sup> pilot) mentioned that they had to spend some time on thinking about the questions before answering because the subject of performance appraisals was specialised. I tried to present the main performance appraisal concepts as simply as possible (simple language and definitions) because I knew that most of the respondents did not have much knowledge on the subject but apparently it was still causing a problem to some respondents. There was not much I could do to change that apart from reducing the number of questions and simplifying them as much as possible; this approach actually helped as in the next pilots the respondents did not mention this problem. Despite these amendments, it was possible for some of the respondents (actual and not pilot) to find the subject of performance appraisals too specialised (some of them would complete the questionnaire and would be happy to spend the time on answering the questions but some of them would just not complete the questionnaire). Unfortunately, the problem of specialisation was present (a problem faced by many researchers) but there was nothing else I could do. The subject of performance appraisals was the subject that I was investigating and the CTO employees was the population that I was investigating; I could not investigate another subject or population and I could not change the population (e.g. the respondents to be educated about the subject before they answered the questions). The problem of specialisation was also faced during the interviews but not to that extent because the population of the appraisers which was investigated was more familiar with the subject of performance appraisals since they were conducting appraisals. In addition, the interactive nature of the interviews helped the interviewees in understanding and answering the questions because I was given the opportunity to explain the questions to them.

Afterwards, I pilot tested (2<sup>nd</sup> pilot) the questionnaire (2<sup>nd</sup> version: see appendix 33 for the actual content) with a friend (civil servant who was appraised under the same PAS as the one at CTO) and a colleague and this time the duration was not that long (because of the amendments mentioned above). In the same manner as the first pilot, I excluded some more questions (I also added a few more questions and rephrased some of the other questions) and I made further amendments to the structure. At this stage, I was confident that the most important issues would be asked and answered without tiring or straining the respondents (a pleasant and constructive questionnaire). Finally, I pilot tested (3<sup>rd</sup> pilot) the questionnaire (final version: see chapter 6 for the actual content) with a colleague and a friend (civil servant who was appraised under the same PAS as the one at CTO) and it went well since they thought that the questionnaire completion was of an acceptable duration (about 20 minutes) and the questions were interesting and clear without having to add or delete anything else. In consequence, an informed, short and comprehensive version of the questionnaire was achieved (obtaining the required information for purposes of answering the set research objectives) by combining some of the questions and excluding the less important questions since it was possible for the respondents to talk about the less important issues during their answer to the open-ended question; this was actually the case for the respondents who answered the open-ended question since they talked about less important issues or repeated important issues which were already mentioned in the questionnaire. An effort was made so that the questionnaire would be as easy and pleasant as possible (e.g. simple and concise language, avoiding leading questions, not too lengthy, tiring or time consuming) for purposes of encouraging completion. Only one of the questions (in all the versions of the questionnaire) was long winded due to explanatory comments but this was necessary for purposes of enhancing the respondents' understanding about certain performance

appraisal terms and concepts. Definitions for certain performance appraisal terms were also provided for the same reason as above. Even though such definitions and explanatory comments make a questionnaire longer (more pages), I believe that they do not affect the response rate adversely.

The questionnaire was distributed in English because at the time of the pilot the Greek version was not ready. The Greek version was not ready because all the documents (covering letter, consent form, questionnaire) would be translated into Greek once the pilot was completed and the questionnaire (content, format, structure etc.) was finalised; otherwise, I would be wasting valuable time on unnecessary translation. The pilot participants did not mention that the English version made them feel uncomfortable but some of them mentioned that the completion of the questionnaire would be less time consuming if it was in the Greek language (they would have spent less time to understand and answer the questions).

A covering letter, which was attached to the questionnaire, was distributed to the questionnaire respondents. The details of the content of the covering letter are found in appendix 24 (the Greek covering letter is found in appendix 25).

The documents (the questionnaire, the covering letter and the informed consent form) were circulated in English (everybody at CTO speaks the English language) and Greek (native language) so as to give the option to the respondents to review the above documents and respond in the language they were most comfortable with thus avoiding any possible misinterpretation on behalf of the respondents and increasing the response rate by making the respondents' participation as easy and as pleasant as possible; a helpful approach for purposes of conducting an effective and efficient research. In addition, the respondents had the opportunity to refer to the English version (they have a good command of the English language) for verifying their understanding just in case the Greek translation appeared to be inaccurate, unclear or incomplete to some of the respondents. Even though it was implied that the documents were circulated in two languages for purposes of giving the respondents the option to respond in the language they felt most comfortable with, I could have mentioned in the covering letter that this was the case so as to avoid any confusion. According to the conversations I had with some of the respondents, they were confused and not sure which version they were supposed to complete (Greek, English or both). In fact, two respondents completed both the Greek and English questionnaire and signed both the Greek and English consent form. There was no such confusion during the interviews because the interviewees were not asked to respond in writing. Most respondents chose to respond in the Greek language (as expected) and few respondents in the English language i.e. 88% (80/91 or 82/93) of the respondents completed the Greek questionnaire and 12% (11/91 or 13/93) of the respondents completed the English questionnaire, 81% (22/27 or 23/28) of the respondents answered the open-ended question in Greek and 19% (5/27 or 6/28) of the respondents answered the open-ended question in English and 87% (68/78 or 70/80) of the respondents signed the Greek consent form and 13% (10/78 or 12/80) of the respondents signed the English consent form. The respondents who chose to respond in the English language must be the ones who were more comfortable with English due to their background i.e. they were used to the English or American technical terminology because they studied and/or worked abroad e.g. the UK and the USA. Even though most of the questionnaires were completed in Greek, I was taking my notes in English (instantaneous translation) during the review of the completed

questionnaires so as to make it easier for me later on when I would be writing out my analysis of the findings. I believe that the respondents who chose to respond in the Greek language found the completion of the questionnaire easy and pleasant because they felt more comfortable, efficient and helpful when communicating in their native language rather than in a foreign language which would require more effort and time (irrespective of the good command that they have for the English language). In addition, the pilot of the questionnaire showed that some of the pilot participants were more comfortable with the Greek language. These pilot participants did not mention that the questionnaire (in English) made them feel uncomfortable but some of them mentioned that the completion of the questionnaire would be less time consuming if it was in the Greek language (they would have spent less time to understand and answer the questions). I believe that the respondents who chose to respond in the English language also found the completion of the questionnaire easy and pleasant because they felt more comfortable, efficient and helpful when communicating in the language they felt most comfortable with rather than in a language which would require more effort and time (irrespective of the fact that the Greek language was their native language).

The whole questionnaire collection process took 12 weeks. Even though an original deadline of 3 weeks (until 16/12/2011) was set so as to avoid unnecessary delays (see chapter 6 for more details), I still had to chase up the respondents so as to remind them to complete the questionnaire as many of them did not within the 3 weeks deadline. The deadline of completion and return was extended for 9 weeks so as to give the opportunity to the respondents who wanted to respond in doing so thus increasing the response rate. The deadline for returning the questionnaire was being extended gradually (without setting a specific date) until the response rate reached a satisfactory level. When that level was reached ( $87/218=40\%$ ), the special box was removed from the reception (on 17/2/2012) and placed in my office for some more time. After the box was removed, I received some more (6;  $87+6=93$ ;  $93/218=43\%$ ) completed questionnaires (handed to me by the respondents, returned via the internal mailing system or sent by fax).

#### 5.6.1 - Questionnaire Structure and Content and Question Types

The English and Greek questionnaires which I prepared and distributed to the respondents are found in appendices 28 and 29.

There were instructions on how to complete each part of the questionnaire (paper and pencil, self-completion) and the respondents were asked to try and be as honest as possible with their answers as their true personal opinion (about the true picture of the situation and the ways that the situation could be improved) was important in relation to the project's objectives. The respondents were also advised that there were no wrong or right answers. They were also reminded that confidentiality would be maintained so as to reassure them and encourage them to be as honest as possible. This introduction was made for the same reasons as those which have been mentioned under the "Interviews" section i.e. to encourage them to reveal their true beliefs (Van Maanen (1979) indicates that the researcher takes at face value the information that the respondents choose to reveal) and discourage them from being influenced by other people's opinion and bias (inc. myself). I believe that the above approach encouraged the respondents to respond and reveal their true beliefs (the respondents did not lie as their answers were consistent with my knowledge of the current situation at CTO) and

discouraged them from being influenced by other people or factors apart from certain cases in which they might have exaggerated for certain issues (see chapter 7). I believe that the above approach also encouraged my subordinates/ appraisees who chose to complete the questionnaire to be as honest as possible with their answers (possibility of not being honest with their answers if they feared that they would be prejudiced in relation to their position or treatment).

The closed-ended questions were used not only because of their suitability in answering the research objectives but also because they are an easy way to collect data from the respondents in a short space of time (as indicated in the university module guide). An open-ended question was used not only for answering the research objectives but also for enhancing in-depth understanding and meaning. According to the university module guide, the open-ended questions can lead to an in-depth understanding whereby the motives, expectations and attitudes of the respondents become more obvious. According to my experience with the questionnaire (pilot and actual), the respondents prefer the closed-ended questions i.e. all the respondents answered the closed-ended questions whereas most of the respondents did not answer the open-ended question. The questionnaire respondents naturally prefer the former questions because they are easier than the latter questions (less time and effort are required). In addition to the time and effort mentioned above, many respondents did not answer the open-ended question most probably because they were not familiar with the subject of performance appraisals or because their answers would not provide any new insights. In fact, the answers of the respondents who answered the open-ended question did not provide any new insights and were mainly a repetition of the issues which had already been mentioned in the questionnaire. Even though the open-ended question was not answered by most respondents, the open-ended question was still necessary for purposes of giving the opportunity to the respondents who wished to express themselves about the current PAS, the subject of performance appraisals and my project to do so (irrespective of the new insights that their answers would provide).

The questions were based on the literature review and analysis (chapter 3), the organisational documentation review-review of the regulations of the current PAS and analysis (chapter 4), the existing knowledge that I had for the organisation as an insider (chapter 4) and the findings, experience and feedback from the appraiser and preliminary interviews which were conducted.

The content and structure of the questionnaire are explained in detail in chapter 6.

### **5.7 - Data Analysis Techniques**

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### **Data Analysis Techniques**

##### **Research Quality/Credibility:**

- validity: the data collection instrument measures what is supposed to measure, the data is a true picture of what is being studied
- reliability: consistent results or stability of measurement over time, similar results under constant conditions
- triangulation: enhancement of validity and reliability and elimination of bias
- skill/rigour/effort/ability of the researcher (e.g. feedback from all the interviewees:

ongoing consent for confidentiality purposes, avoidance of misinterpretation, bias and inaccuracy).

The results of the analysis were critically evaluated so as to reach to certain valid and reliable conclusions on which the project's recommendations were based. Bell (1999), Sommer and Sommer (2002/1991) and Allison et al (1996) define validity as follows: the data collection instrument or procedure measures what is supposed to measure, authenticity and appropriateness of content. McNeill (1990) defines validity as follows: the data is a true picture of what is being studied, that data is evidence of what it claims to be evidence of. Aldridge and Levine (2001) and Sommer and Sommer (2002/1991) define reliability as follows: consistent results or stability of measurement over time. Bell (1999) and McNeill (1990) define reliability as follows: a test or procedure produces similar results under constant conditions on all occasions.

The reliability and validity are indicators of a credible (or good quality) research in both the quantitative (positivist) and qualitative research paradigms. According to Golafshani (2003), the validity and reliability, for quantitative researchers, mean a credible research whereby the validity and reliability are treated separately. For qualitative researchers, the validity and reliability are not treated separately (using terminology to encompass both concepts e.g. credibility, precision, transferability, trustworthiness) and they are redefined for enhanced credibility (triangulation improves validity and reliability and eliminates bias). A credible research includes the researcher's ability, skill, rigour and effort (the researcher is the instrument). A way with which the quality of the research, in terms of the researcher's ability, rigour and effort, was tested and enhanced is the following: as it is also mentioned later on (ongoing consent for confidentiality purposes), the interviewees were given feedback of their input (they were asked to review the transcription and make corrections if necessary) not only because they had the right to know but also because in that way misinterpretation, bias and inaccuracy on my behalf was avoided (as indicated by the university module guide) especially in relation to unclear statements made by the interviewees. The feedback was restricted to the transcription activity as it was not considered necessary during other activities e.g. there was no need for the interviewees to listen to the recordings because there was no significant time lag between the review of the transcription and the interview so that the interviewees could remember what they mentioned, e.g. there was no need for the interviewees to review any references or interpretations that I made in my draft report because all references and interpretations were aggregated and particular interviewees could not be identified; but in case particular interviewees were identified, I would have obtained the interviewees' feedback and permission before I included such references and interpretations in my report.

### **5.8 - Qualitative Analysis**

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### **Qualitative Analysis**

##### **Theme Analysis:**

- analysis of the qualitative data which were collected from different sources (see triangulation below): explanation, understanding and interpretation of the people and situations through the qualitative data which has been collected
- the qualitative data were organised and collated through categorisation (generating



the themes) so that comparisons, patterns, relationships, similarities, contrasts and insights could be made and meaning could be found (exploring the patterns and relationships between the themes); the assignment of codes to the data according to a topic or theme acted as a sorting and collection device (noticing, collecting, thinking) -the analysis was ongoing.

Triangulation:

-the findings are valid and reliable and bias has been minimised through the qualitative research criterion of triangulation (consistent with the case study approach) which is satisfied; the data which were collected from different sources (literature, studies of the government and other public sector organisations in Cyprus, organisational documentation-regulations of the current PAS, insider/practitioner-researcher perspective, interviews, questionnaire) are to a great extent consistent with each other.

Rich, Thick Descriptions:

-the extent to which the project knowledge can be transferred to other situations can be evaluated through the qualitative research criterion of rich, thick descriptions which is satisfied; the similarity of the circumstances of the project to other situations can be assessed through the comprehensive, detailed and in-depth explanation of the subject, findings, context and methodology.

The qualitative analysis was employed for analysing the qualitative data collected from the literature review, the organisational documentation review-review of the regulations of the current PAS, the interviews and the questionnaires (the open-ended question-text). According to Gibbs et al (2005), the qualitative data analysis is based on an interpretive philosophy and it involves the explanation, understanding or interpretation of people and situations through the qualitative data which has been collected (e.g. documents, interview transcripts, field notes, recordings, texts) by examining the meaningful and symbolic content of the qualitative data. It involves writing, coding into themes and interpreting. According to Siedel (1998-in Gibbs et al (2005)), the process of qualitative data analysis consists of three interlinked and cyclical parts: noticing, collecting and thinking about interesting things e.g. assigning codes to the data according to a topic or theme can act as a sorting and collection device. According to Anderson (2004), the qualitative analysis is a continuous process with on-going data gathering and analysis and with less standardised methods. The data collected are not tested against theoretical constructs but evidence and concepts are blended and assessed for plausibility on an ongoing basis whereby the data are separated into different pieces, categories or coding chunks that reflect themes or dimensions of an issue. A clear record of what is collected is kept (filing and storing data) with notes about the research findings (what and how) for the issue under investigation whereby themes are generated and patterns and relationships between themes are explored (categories and codes on an on-going basis and displaying coded data using tables, charts, matrices grids, etc.).

Analysis of the literature review (induction):

-the critically reviewed literature (see chapter 3) identified the main factors (data coded into themes and interpreted) which make a performance appraisal system effective. The factors represent the categories or themes (researcher's categories) which were used for collecting information through the organisational documentation-regulations of the current PAS, questionnaires and interviews and later on for analysing this information.

According to Gibbs et al (2005), the coding into themes involves the identification of passages of text and the application of labels or codes to them to indicate that they are examples of some thematic idea e.g. collecting data with the same thematic idea to be examined together and different cases to be compared. The interpretation involves categorisation and analytic understanding that begins to explain why things are the way they are. According to Gibbs et al (2005), the way codes are developed and the timing of coding depend on whether the approach is inductive or deductive i.e. the codes emerge from the data if someone works inductively (grounded theory); if someone works deductively (testing existing theories or expanding on them) the codes will be developed according to the ideas or themes within the theories and then the data will be assigned to the codes. The same idea has been put forward by others in relation to content analysis e.g. Hsieh and Shannon (2005) indicate that the conventional qualitative content analysis is used if someone works inductively and the directed qualitative content analysis is used if someone works deductively; Kyngas (2008) talks about the inductive content analysis (no previous knowledge exists on the subject) and the deductive content analysis and Mayring (2000) talks about the inductive category development and the deductive category development. The literature review was an on-going process which ran parallel with the primary research as I was looking for more recent articles, reports and books which needed to be reviewed as they might have had an impact on the subject which I was investigating. The findings of the activities below also indicated certain issues which needed to be studied in more detail by reviewing again the relevant literature. Hence, the whole analysis led to a better interpretation of the findings and to justified conclusions so that the recommendations produced are more valid and reasonable.

Analysis of the organisational documentation review-review of the regulations of the current PAS (deduction):

-the data were reviewed, analysed and interpreted (see chapter 4) so as to document and assess the current performance appraisal system in terms of the categories or themes (factors of an effective PAS) derived from the analysis of the literature review; the data did not contain any new issues or factors, other than those identified in the literature review.

Analysis of the interviews (inc. the preliminary interviews for the questionnaire) (deduction, induction):

-the data contained the same factors as those identified in the literature review which were analysed and interpreted (see chapter 7) in terms of the categories or themes (factors of an effective PAS) derived from the analysis of the literature review. There were a few new issues which emerged from the interviews (analysed and interpreted in chapter 7) but they do not actually represent new factors or themes but an extension of the factors or themes derived from the analysis of the literature review.

Analysis of the questionnaires (open-ended question-text) (deduction, induction):

-even though, with the open-ended question, it was expected to have new issues or factors (e.g. the respondents were asked to mention factors that improved their performance) other than those identified in the literature review which would represent new categories or themes (indigenous or participants' categories), the data contained the same factors as those identified in the literature review which were analysed and interpreted (see chapter 7) in terms of the categories or themes (factors of an effective PAS) derived from the analysis of the literature review. There were a

few new issues which emerged from the questionnaires (analysed and interpreted in chapter 7) but they do not actually represent new factors or themes but an extension of the factors or themes derived from the analysis of the literature review.

According to the university module guide, the analysis is an ongoing process and as shown above it was present from the beginning of the project until the end. The data collected from the above sources were organised and collated through categorisation or themes so that comparisons, patterns, relationships, similarities, contrasts and insights could be made and meaning could be found (as indicated in the university module guide). All the details of the results of the analysis (qualitative and quantitative) are found in chapter 7. According to the triangulation analysis in chapter 7, the findings of the preliminary interviews (appraisee perspective) confirmed the findings of the appraiser interviews (appraiser perspective). The questionnaire findings (appraisee perspective) confirmed the findings of the preliminary (appraisee perspective) and appraiser (appraiser perspective) interviews and added statistical significance to the project findings as the questionnaire findings represented a larger sample. The findings of the preliminary interviews, the appraiser interviews and the questionnaire were also consistent with the findings of the organisational documentation review-review of the regulations of the current PAS (chapter 4). The findings from each of the above sources were consistent with the findings from the rest of the sources apart from some inconsistencies (see chapter 7 for details) which were not so material so as to affect the overall conclusions and the reliability and validity of the data which were collected from each of the above sources. I could not perform a consistency check between the answers that certain participants gave in the questionnaire and the answers they gave during the appraiser or preliminary interviews (consistency was still relevant even though their answers in the interviews were from the perspective of the appraiser/superior and appraisee and their answers in the questionnaire were from the perspective of the appraisee only) because of insufficient demographic information (no position title or department) and also because I could not recognise at all times the questionnaire respondents from their signature or demographic features. Even though most questionnaire respondents were identified (e.g. recognised from their signature on the consent form), I could still not perform the above consistency check because the answers of the questionnaire respondents were not marked with their name. However, this time consuming exercise was not necessary because the overall consistency of the findings of the interviews with the findings of the questionnaire was checked in any case for purposes of triangulation as explained above.

The qualitative analysis above and the quantitative analysis below led to a critical reflection and a reasoned analysis (as indicated in the university module guide) so as to arrive at a valid interpretation, explanation and understanding of the results (see chapter 7). Triangulation (information collected with different methods is examined and combined for giving answers to research questions; an account is rich, robust, comprehensive and well developed) was achieved which, according to Creswell (1998-in RWJF (2008)), is one of the evaluative criteria which can be used to verify the quality of qualitative research findings and achieve understanding and deep knowledge. Another evaluative criterion (as indicated by Creswell (1998-in RWJF (2008))) which I believe was achieved is that of rich, thick descriptions: comprehensive, detailed and in-depth explanation of the findings whereby the

phenomenon is described in sufficient detail (methodology and context) and someone can evaluate the extent to which conclusions are transferable to other situations.

### **5.9 - Quantitative Analysis**

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### Quantitative Analysis

##### Quantitative Analysis

-the quantitative analysis of the questionnaires and interviews contributed to the critical analysis and interpretation of the findings: quantification of the participants' answers to the research questions/objectives, quantification of the demographic features of the participants  
-the statistical techniques that were used for analysing the interviews and questionnaires are the following: frequency distributions, absolute and valid percentages, mean (average and weighted average).

The quantitative analysis was employed for analysing the questionnaires and the interviews so as to enable a more critical analysis and interpretation of the findings i.e. relationship of the findings with the features of the total population and the samples under investigation (demographic profiles), the extent of the existence or lack of the main factors of an effective performance appraisal system, how the existence or lack of the main factors affected performance, the extent of the applicability/significance of the main factors and the extent of the applicability of other factors.

During the quantitative analysis the most appropriate statistical techniques (see next paragraphs) were deployed so that the findings could be explained and interpreted as accurately and objectively as possible.

#### Analysis of the questionnaires:

-In order to achieve a more critical analysis as described above, the data were analysed statistically through the use of the following techniques: frequency distributions, absolute and valid percentages and mean (average and weighted average). The details of this analysis are found in chapter 6 and chapter 7.

#### Analysis of the interviews:

-In order to achieve a more critical analysis as described above, the data were analysed statistically through the use of the following techniques: frequency distributions, percentages and mean (average and weighted average). The details of this analysis are found in chapter 6 and chapter 7.

### **5.10 - My Role as Worker-Researcher**

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### My Role as Worker-Researcher

##### Advantages and Challenges of the Insider Researcher Role:

-my insider knowledge/experience (contextual/constructed) about the current PAS facilitated the research (e.g. I could easily understand the opinion of the participants)  
-my insider knowledge/experience about the problems of the current PAS which victimised me and my colleagues may have led to insider researcher bias  
-I will be in a better position to persuade the stakeholders about the change

(explaining the need for change and the benefits of change) due to my insider researcher role

-I will be in a better position to implement the change with my colleagues due to my insider researcher role.

Insider Researcher Bias:

-there is possibly an element of insider researcher bias (it is natural since the insider researcher is too close to the problem and has an interest in the issue that is being investigated) which may have influenced the terminology which was used in the report (it may be inevitable since the researcher represents others in his/her own terms)

-the validity and generalisability of the data were not undermined because bias was minimised through the following: feedback from all the interviewees, triangulation, effort for maintaining objectivity throughout the research (e.g. open mind, no leading questions), effort for encouraging the participants to be honest with their answers (e.g. request for honesty, open-ended questions, confidentiality); the research project would be pointless if it was conducted only for purposes of expressing my opinion (insider knowledge/experience).

Duality of the Insider Researcher Role:

-I explained to the participants the duality of my role (worker-researcher) as an insider researcher

-I could distinguish between my two different roles and I behaved accordingly (e.g. my role as an insider researcher did not provide me with unrestricted access to information)

-the duality of the insider researcher role made the role difficult: I had to switch from one role to the other and from one thinking framework to the other

-the duality of the insider researcher role made the role stressful: I wanted to produce a good piece of work (suitable recommendations based on carefully conducted research) not only because that was a personal (as a researcher) and organisational (inc. my colleagues) expectation but also because as an insider I would have to live with the recommended changes.

The Worker-Researcher Role & Personal Development:

-my worker-researcher role (challenging but difficult, demanding, time consuming, tiring and stressful) was a major contributor to my personal development because I learned to motivate myself and persevere with the hard work.

The Insider Researcher Role & Confidentiality:

-the issue of confidentiality was a very important consideration especially because I was working closely with the participants (personal contact); therefore, I spent a considerable amount of time in thinking about confidentiality so as to make sure that it would be respected

-harm was prevented by not using the data (confidential or non-confidential) for work or other purposes (the participants trusted me as I was an insider and provided to me information)

-I did not disclose to the participants any information/opinion I had about other colleagues and I did not encourage them to talk about other colleagues.

My work role (the chief accountant of CTO who is in charge of the accounts department which consists of 15 employees) involves, amongst other things, the evaluation of performance of the staff under my supervision both on a continuous basis (something which I personally try to implement in my department because I am aware of the significance of continuous assessment of performance for purposes of

improvement, corrective action and achievement of targets and deadlines) and once a year through the formal PAS. I have experienced the problems of the current PAS during my own appraisal and during the appraisals of my subordinates and I have had the opportunity to talk about these problems with my subordinates and superiors and we agree on the necessity of changing the system.

Even though this prior knowledge of the PAS (due to my worker role) has helped me in the conduct of my research (by maximising the advantages that I had as an insider researcher-see later), care was taken so that the project findings and conclusions would not be biased with my opinion or knowledge (possible expectations and preconceptions, loss of objectivity by being too close to the problem – see university module guide). According to Sica (2006), bias is a systematic error which reduces validity and generalisability and as such it should be minimised so as to limit the misinterpretation and misuse of data; awareness and acknowledgement of the presence of bias allows for a more meaningful scrutiny of the results. Creswell (1998- in RWJF (2008)) encourages the clarification of researcher bias through reflexivity (i.e. to report research perspectives, positions, values and beliefs). According to Bryman (2001-also in Townley (p.1)), social researchers should be reflective about the implications of their methods, values, biases and decisions for the knowledge of the social world they generate.

It is natural for all researchers' (including myself) opinion and work to contain an element of bias simply because the researcher has an interest in the issue that he or she is investigating. For example, in my case, I have had the opportunity to experience the problems of the current PAS (as mentioned above) which have victimised to a certain extent me and my colleagues. This experience has made me consider the need for changing the current system and eliminating the problems and that is why I have engaged myself in this project.

Having this in mind and also the possibility that my terminology in the project may have been influenced by my views, beliefs and preconceptions about the situation before embarking on the project (Van Maanen (1988-in Wheaton (1989)-no way of representing the world of others that is absolutely and universally valid and correct; we cannot represent others in any other terms but our own, Anderson (2004)-researcher may influence and be influenced by the case), I have tried to be as objective as possible so that the readers can draw their own conclusions. If this was not so, I would document that in my report so that the readers would know how my research had been influenced.

Besides, the main reason for engaging myself in this project was to identify, through appropriate data collection and analysis techniques, the true weaknesses of the PAS so as to find the right remedy and not to use the project as a medium for expressing the opinion, knowledge and experience that I had for the system's weaknesses before I started the project (knowledge which has been described in the university module guide as follows: contextual, constructionist view of knowledge, knowledge constructed by each individual, knowledge is relative to the researcher's own perspective; the university module guide also indicates that there may be no objective reality and the individual subjective realities are constantly changing).

Therefore, I made a conscious effort in being as objective as possible by keeping an open mind, by reviewing and listening carefully, by not using biased terminology and by not asking leading questions (enhancing objectivity and minimising any possible personal bias) e.g. when I was explaining how each of the assessment methods works I was avoiding the use of adjectives (good, bad, etc.) so as not to influence the interviewees in their preference (especially in the case of the interviewees who were

not at all familiar with the various assessment methods; and these cases were not few).

This effort was necessary because I did not want the quality of my research to be compromised by careless and unintentional actions which enhance bias (even if unintentional). I believe that, with this effort, the project's findings and conclusions are not merely a reflection of my own knowledge but an understanding of the reality of the situation through a collection and synthesis of the research participants' knowledge; hence, a more objective, acceptable and unarguable knowledge has been produced which can be applied in practice (enhancing the validity and generalisability of the findings).

I believe that I am good with people (irrespective of their background and position) and this helped me to encourage my colleagues to participate in the research, to carry out the interviews as effectively as possible and obtain the information I needed (the interviewees felt comfortable and expressed themselves openly about the subject) and to encourage the respondents to complete the questionnaire as honestly as possible. Some research participants were reserved in confiding information for research purposes due to the fear that it might have been used later on for work purposes (as indicated by Holian and Brooks (2004)). I am well known for my trustworthiness and this helped some of these participants in not being too reserved and in confiding information to me after all.

I also explained (see covering letters in appendices 8, 10, 12 and 24) to all participants the duality of my roles as an insider researcher and I believe I made them see how I could distinguish between the two. It was a delicate situation and I needed to be careful and show to others also through my behaviour that I was not mixing the two roles (not easy or straightforward when you work in the same place that you conduct the fieldwork of your research) and crossing the line e.g. being a researcher was not making me more important than before or more important than others and was not giving me more power, authority or unrestricted access to information, etc. (as indicated by Holian and Brooks (2004)).

I tried not to allow myself to use (even unintentionally or subconsciously because the information cannot be erased from the researcher's brain) information obtained during the research for other purposes either work related or not (and which could harm somebody, even unintentionally) (Holian and Brooks (2004)). This type of attitude and effort was not that difficult as I could distinguish between my two different roles and behave accordingly. This type of attitude was especially important for the interviews since I knew who mentioned what and it was possible for specific individuals to be stigmatised and harmed. Even though this was not the case for the questionnaire (I did not know who mentioned what; even when the respondents were identified their answers were not marked with their name), I tried not to use the collected information for work or other purposes not only for purposes of consistency of treatment with the interviews but also because it was legally and ethically correct. The participants (even some of those who were reserved) were encouraged to trust me and confide information to me, they realised that I did not want to harm anybody not even unintentionally and they felt reassured that the information would not be used for work purposes because I promised that I would do so.

Using a friendly approach with the research participants helped (it was not difficult to do so as I am friendly by nature) but care was taken so as not to engage in a conversation (especially during the interviews when it was easier to get carried away) which could lead to disclosing, unintentionally, information to them (as indicated by

Holian and Brooks (2004)) which I had gained (for the organisation or other individuals) during my daily work tasks or personal opinions which I had for other people or for particular organisational practices.

As the university module guide indicates, I tried to capitalise and maximise the advantages that most insider researchers have (e.g. the existing knowledge that I had as an insider made the flow of the interviews smooth and straightforward as the interviewees did not have to spend too much time on explaining to me the current situation and its symptoms since I knew what they were talking about, e.g. the existing knowledge that I had as an insider enabled me to understand easily the respondents' answers to the open-ended question without having to spend too much time on figuring out what they were trying to say even when their answers were very brief and concise or slightly confusing). The advantages which are mentioned in the university module guide and which I have discussed in this section and other sections of my report (e.g. the content of the interview checklists and questionnaire was based on the existing knowledge that I had as an insider) are the following:

-being fully involved, more connected and knowledgeable, knowing the problem well enough, deeper interest and commitment since improvement of the situation will also affect the insider researcher, easy access to documents and people, the colleagues trust the insider researcher since he or she is an insider and confide more easily to him or her relevant, important and confidential information, selection of appropriate methodology and use of a suitable research approach and in general carrying out the project more effectively (because of knowledge of the people, the culture and the procedures), in a better position to persuade an organisation to change and to implement change with colleagues.

Being a researcher and a worker at the same time (and in the same environment) was not an easy task. Before I started working on the project I knew from personal experience that that would be the case (when I was studying for my MBA and the Chartered Accountant professional qualification I had to work and study or carry out research at the same time). Throughout the project, there was difficulty not only in switching from one role to the other and from one thinking framework to the other but also in spending sufficient time for each role (both roles were requiring a considerable amount of time especially my worker role as my job is very demanding and time consuming). Despite the above difficulty which I was aware of and which was even more intense than my previous experiences (I was more productive then since I was much younger!) due to the fact that both my job and the doctoral project were more demanding tasks, I was confident that I would manage because I am the type of person who works methodically and with discipline and commitment. I was also thinking of the time when the project would finish and I would submit with pride the recommendations to my organisation so as to motivate myself to enjoy and persevere with the hard work because I could see that it was worth it.

The job of the insider researcher was stressful because I wanted to produce a good piece of work. This personal aim was set not only because my organisation expected that from me (even though CTO did not subsidise part of the cost of my studies) but also because of my own personal expectations. The participants and other colleagues also expected that from me as on many occasions during my conversations with them they were asking me about the progress of my project and they seemed that they expected me to produce a good piece of work. It was important for my



recommendations to be based on carefully conducted research and be as realistic and workable as possible because my colleagues and I would have to live with those changes.

### **5.11 - Ethical Issues and Confidentiality**

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

#### **Ethical Issues and Confidentiality**

##### Consideration of Ethical Issues:

-the consideration of ethical issues is important throughout the research irrespective of the methodology that is used

-the most important and common ethical issues are the following: harm, lack of informed consent, invasion of privacy, deception (to participate or express a specific view), coercion.

##### Confidentiality

-the issue of confidentiality was a very important consideration especially because I was working closely with the participants (personal contact); therefore, I spent a considerable amount of time in thinking about confidentiality so as to make sure that it would be respected

-the interviews were conducted on an one-to-one basis

-harm was prevented by obtaining feedback from all the interviewees (ongoing consent)

-harm was prevented by not disclosing the data which was provided on a confidential basis

-harm was prevented by not using the data (confidential or non-confidential) for work or other purposes (the participants trusted me as I was an insider and provided to me information)

-I did not disclose to the participants any information/opinion I had about other colleagues and I did not encourage them to talk about other colleagues

-identification was prevented by aggregating the data (collective disclosure); the permission of the participants would be obtained in case they were identified

-the consent of the administration/human resource departments of CTO, the government and other public sector organisations was obtained before disclosing the information provided by them

-safekeeping of all the documents and material.

##### Honesty of the Participants

-many participants were encouraged to be honest with their answers mainly because of confidentiality.

##### Anonymity of the Questionnaire Respondents

-even though the questionnaire respondents were asked to place their anonymous questionnaire and their signed consent form in the special box as separate documents for purposes of safeguarding anonymity, most of them were unintentionally identified

-the identification of the respondents is not considered as serious because it was restricted to me at the time of returning their questionnaire and consent form; this type of identification (restricted to me) is considered as acceptable because it is also present during any interview i.e. the interviewee's answers cannot be anonymous due to the interactive nature of the interview (this was also applicable to the interviews of the project)

-the identification of the participants (the respondents and interviewees) to others was prevented by aggregating the data (collective disclosure); the permission of the

participants would be obtained in case they were identified

- the identification of the respondents, which was restricted to me, was useful for purposes of follow-up (I could chase up those who did not respond since I knew those who responded)
- the unintentional identification of the respondents, which was restricted to me, was brought about because the respondents did not follow the instructions in the covering letter e.g. they handed to me their questionnaire and consent form instead of placing them in the special box, they sent their questionnaire and consent form via the internal mailing system by placing them in an envelope with their name marked on the envelope instead of placing them in the special box as separate documents
- the unintentional identification of the respondents, which was restricted to me, was also brought about because I recognised the signature of the respondents on their consent form; their consent form could be matched with their questionnaire when the following were taking place: when the respondents did not place their questionnaire and consent form in the special box as separate documents, when there was only one questionnaire and consent form in the special box, when the respondents sent their questionnaire and consent form via the internal mailing system by placing them in an envelope, when I could recognise the demographic features of the respondents
- even though the identification of the respondents is not considered as serious (restricted to me), it could have been prevented if the questionnaire was returned via the special box and the consent form was returned via the internal mailing system (even if the signature on the consent form was recognised it could not have been matched with the questionnaire); however, that would make the return process inconvenient and complicated and the respondents would most probably not return the consent form (they would forget about it or think that it was not important) which is necessary for purposes of research and follow-up.

#### Informed Consent

- all the participants signed and returned the informed consent form apart from a few respondents who must have forgotten to return it
- there were not any difficulties in obtaining the signed consent form and none of the participants felt uncomfortable in signing it; in case they did I would explain that it would not harm them and it was not compulsory to sign it (in the same way as their participation)
- the participants had the right to know what their involvement meant before granting their consent
- as a researcher, I was protected in case of misunderstandings/complaints since the informed consent form was an evidence of the participants' understanding and acceptance (happy with the arrangements of their voluntary participation).

#### Voluntary Participation/Non-Coercion

- the employees who did not participate in the research were not asked to explain why they did not participate and they were not harmed or prejudiced in relation to their position or treatment
- the participants may have decided to participate in the research on a voluntary basis because of the following reasons: they found the subject of performance appraisals interesting, they believed that the current PAS was problematic and they hoped that through my project it would change, they just wanted to help me out with my project
- even though all the participants participated in the research on a voluntary basis, certain participants may have been influenced to participate by my position (they may have thought that it was important to participate as the research was conducted by me, they would feel uncomfortable if they did not participate in a research that was

conducted by me)

-I was planning to ask from the management to encourage the prospective respondents and the trade unions to participate in the research (the response rate would have been positively affected) but following the management condition about the voluntary participation (to rephrase certain sentences in the covering letter so as to emphasise that participation was voluntary) I was discouraged from doing so because the encouragement by the management would most likely have been considered as indirect coercion even though it was not

-in the case of my subordinates who may have thought that they had to participate (indirect coercion) in the research because I was their superior, I explained to them that their participation was not compulsory but it was a helpful contribution to the knowledge of performance appraisals in Cyprus; thus, my subordinates were not coerced (some of them participated but some of them did not; the latter subordinates may have thought that their participation would affect their appraisal in an unfavourable way)

-the extension of the deadline for returning the questionnaire and the communication with the prospective respondents encouraged them to participate in the research but did not coerce them in any way i.e. they were not asked to complete the questionnaire (their participation was not compulsory) but they were only advised about the extension of the deadline in case they were planning to complete the questionnaire.

#### Management Approval & Conditions

-management approval of the research documents for the interviews and questionnaire  
-compliance with the management conditions which were set for the interviews i.e. to conduct the interviews after office hours

-compliance with the management conditions which were set for the questionnaire i.e. to ask from the prospective respondents to complete the questionnaire after office hours and advise them that all the work which related to the project was conducted after office hours, to exclude the position title and the department from the demographic features so as to prevent identification (especially my subordinates/appraisees who would most probably not want me to know how they felt about me/their appraiser), to rephrase certain sentences in the covering letter so as to emphasise that participation was voluntary

-the compliance with the management conditions which was unavoidable is an example of the application of the principle of bounded rationality i.e. it was not the optimum because the conditions affected the research process/output/activity but it was sufficient/acceptable because the conditions did not dominate or hinder the research process/output/activity

-the management conditions affected the research process/output/activity in the following ways: the condition about the office hours has made the interview process more time consuming and may have adversely affected the response rate but it has not affected the honesty of the participants (they were honest with their answers), the condition about the demographic features has adversely affected the demographic analysis but it must have positively affected the response rate and the honesty of the respondents (encouraged to participate and to be honest with their answers), the condition about the voluntary participation was not supposed to affect the planned research since the issue of voluntary participation had already been considered and dealt with (it was not something new); however, the condition has adversely affected the response rate because it discouraged me from asking the support of the management in relation to the participation of the prospective respondents and the trade unions (the encouragement of the prospective respondents and the trade unions

by the management would have positively affected the response rate but it would most likely have been considered as indirect coercion even though it was not) -even though the management conditions were not so serious so as to dominate or hinder the research process/output/activity, they required extra time and attention; the conditions could possibly have been prevented if I acted differently; I should have been more proactive by considering the possibility of the lack of management support so as to find ways to avoid that; I should have acted in a way that would promote the optimal scenario of full management support e.g. my communication with the management about the project should have been more frequent, my arguments about the rationale of the research activity should have been more convincing.

The ethical issues are an important consideration during the execution of any research project no matter what methodology is used. Bryman and Bell (2007) indicate that, even though most social research writings associate ethical transgression with particular research methods such as observation (disguised) and experiments (when deception is used), other research methods such as questionnaires and ethnography are not immune from ethical problems. Bryman and Bell (2007) and Bryman (2004-in Willig and Stainton-Rogers (2008)) mention the ethical issues indicated by Diener and Crandall (1978) which are the following: harm to the participants, lack of informed consent, invasion of privacy and deception.

Extra care was taken during my research because the performance appraisal issues are usually sensitive and confidential. The names of the participants were not disclosed and their rights (confidential and ethical) were respected and protected. This obligation was also necessary due to the data protection legislation e.g. the people whose job requires them to deal with performance appraisal information on a daily basis have to abide to certain rules of confidentiality and so my involvement as a researcher and my access to any of that information followed the same rules. From my knowledge of the data protection legislation and the respect of the anonymity of the participants, I believe that the information which was gathered for the purposes of the project did not infringe upon the ethical and confidential requirements of the legislation and did not harm anybody in any way e.g. prejudice in relation to the position or treatment of the employees (inc. the participants).

The issue of confidentiality was a very important consideration especially because I was working closely (personal contact) with the participants. Therefore, I spent a considerable amount of time in thinking about confidentiality so as to make sure that it would be respected (the previous section is also relevant: 'My Role as Worker-Researcher').

The questions did not require the participants to disclose confidential information but some participants (especially the interviewees) willingly disclosed to me confidential information about themselves and/or other colleagues (I did not encourage them to do so but they did).

The information provided by the participants was treated confidentially irrespective of its confidentiality (confidential or non-confidential).

The non-confidential information was disclosed in the report (no harm since it was not confidential) but collectively (preventing identification) even though some participants did not mind if the information was not disclosed collectively. The non-confidential information was not used for work or other purposes (preventing harm).

The confidential information was not disclosed in the report (preventing harm) despite the following: some participants did not mind the disclosure of the information, none of the participants requested the non-disclosure of the information, the information would be aggregated in case of disclosure (preventing identification). The confidential information was not used for work or other purposes (preventing harm).

The participants provided to me information because they trusted me (I was an insider and I was trustworthy). The participants knew that I would not disclose the information in the report in the case of confidential information (some participants did not mind the disclosure of the information, none of the participants requested the non-disclosure of the information), that I would disclose the information in the report collectively in the case of non-confidential information (some participants did not mind if the information was not disclosed collectively) and that I would not use the information for work or other purposes in the case of confidential and non-confidential information. The above encouraged many of the participants to be honest with their answers (some participants were honest by nature and some participants were honest irrespective of confidentiality).

Even though some participants did not mind if the information was used for work or other purposes, I did not use the information for work or other purposes (preventing harm) and I made a conscious effort so as not to not even unintentionally bearing in mind my passion and enthusiasm about the project.

I obtained feedback from all the interviewees for purposes of maintaining confidentiality and preventing harm (ongoing consent).

Even though the participants knew that I did not like gossip and I would not respond to it, the project was an opportunity for some of them (especially the interviewees) to express their complaints or frustration to a good listener who would understand the problems and who would try to bring about change. Despite my passion and enthusiasm about the project and the informal/friendly nature of the interviews, I did not get carried away and I did not encourage the participants to talk about other colleagues (by not responding to gossip and subtly interrupting them) and I did not disclose to them any information/opinion I had about other colleagues. For purposes of preventing harm, I made a conscious effort so as not to encourage the participants to gossip and not to disclose information to them, not even unintentionally.

According to Locke et al (1999), the participants should be informed about what they will be required to do and the risks and benefits of their participation. Wiles et al (2007) indicate that, through informed consent, the research participants should understand what is being done to them and the limits to their participation and they should be made aware of any potential risks they incur. Wiles et al (2007) also indicate that there are difficulties in gaining or maintaining informed consent and there is no consensus on what comprises informed consent and on whether the same principles or procedures are applicable in all cases; it is better to have guidelines that strike balances between the conflicting pressures rather than guidelines that regulate the research.

I informed the participants (in writing, explicitly and with all honesty-see covering letters in appendices 8, 10, 12 and 24) about the purpose of my doctoral project and the dissemination of the findings. I also obtained their consent in writing (for more details see the actual English and Greek informed consent forms which were distributed to the interviewees and questionnaire respondents in appendices 14, 15, 26 and 27). I made explicit the nature of their involvement (that data collected from them would be used in the project, the method of data collection i.e. interviews and

questionnaire and the relevant details e.g. duration and place) and I made sure that they understood and they were happy with the arrangements. Their understanding was recorded through their consent by following the guidelines about informed consent forms in the university module guide (see informed consent forms in appendices 14 and 26). All the interviewees signed the consent form without any hesitation. Most of the consent forms (20/25=80% for the appraisers' interviews and 10/10=100% for the preliminary interviews) were handed to me before the commencement of the interview and a few of them (the interviewees who were based in other cities or abroad) were sent by fax (5/25=20%). I was reminding the interviewees, before the commencement of the interview, about the content of the consent form e.g. maintaining confidentiality, right to refuse to answer any question, etc.. Consent forms were also signed by the questionnaire respondents as the actual completed questionnaire does not necessarily mean informed consent. Most of the respondents (80/93=86%) signed the consent form (a few respondents stated their name even though they were not asked to do so) and returned it together with the questionnaire (mostly via the special box, the internal mailing system or handed to me personally by the respondents). The few respondents (13/93=14%) who did not return the signed consent form must have forgotten to sign and return it with the questionnaire (the questionnaires in this case were returned mostly via the special box and the internal mailing system).

I believe that the use of a written consent is a useful tool and evidence for the researcher because, apart from informing the participants about the research, the researcher is protected from possible misunderstandings or unreasonable complaints which may be raised later by the participants. There have not been any misunderstandings, complaints or cases in which the participants felt uncomfortable in signing the consent forms (since most of the participants signed the consent form; the few questionnaire respondents who did not sign it must have forgotten) but in case they did (by telling me so or by not returning the consent form) I would explain that the consent form would not harm them in any way. I would also inform them that the signing of the consent form was not compulsory and remind them that their participation was voluntary. I would explain that the signing of the consent form would only enhance the quality of my research i.e. evidence that the participants were not coerced in participating, they chose to participate out of free will and they were happy with the arrangements in relation to their participation. I would also explain that in case they felt uncomfortable with the arrangements and their free will was not exercised then they should not sign the consent form or participate in the research. I made sure that almost all employees who participated in the research signed the consent form so that there would be evidence that they were not coerced, they participated out of free will and they were happy with the arrangements. Therefore, those participants who forgot to sign and return the consent form were kindly asked to do so and they did; except in the case of those few questionnaire respondents who must have forgotten to sign it and it was not practical or possible to ask them to sign it e.g. I did not know which respondents to chase up since I did not recognise them (anonymous questionnaires). Even though the participants were not coerced to participate in the research and none of them mentioned that this was so, I think that my position may have influenced to a certain extent the response rate positively i.e. even though participation was not compulsory some participants may have assumed that it was important to give an interview or complete the questionnaire because the request came from me and if they declined the request it would probably make them feel uncomfortable. I think that other participants (those not influenced by my

position) gave an interview or completed the questionnaire because they liked the subject of performance appraisals and/or they found the current PAS problematic (e.g. they hoped that it would change through my project). I also think that other participants gave an interview or completed the questionnaire simply because they liked me and got on well with me and wanted to help me with my project.

The participants were informed (see covering letters in appendices 8, 10, 12 and 24) that the data would be treated as confidential and that they had the right to request that certain data they supplied were not included in the project report (as indicated by the university module guide). They were also informed (see covering letters) of their right to refuse to take part in the research (from the very beginning or later on to withdraw if they were half way in giving information) or to answer specific questions without giving any reason for it (as indicated by the university module guide). It was also emphasised that their refusal would not result in any harm or prejudice with respect to their position or treatment. I made sure that the participants were not coerced, not even indirectly e.g. in the case of my subordinates who might have thought that they had to give an interview or complete the questionnaire simply because their superior asked them to do so. I talked to my subordinates and I explained to them that their willing participation would be very helpful and invaluable for my project (e.g. they would be contributing to the knowledge of an area for which very little research had been conducted so far in Cyprus) but it was not compulsory and if they chose not to participate it would never be held against them. The colleagues who participated in the research did not refuse to answer specific questions (apart from certain questions which were not answered by some questionnaire respondents: see details in chapter 7) and they did not ask for any of the information they supplied to be excluded from the project report. The colleagues who chose not to participate in the research from the very beginning (not when they were half way in giving information) have not been asked to explain why they did so and they have not been mistreated in any way (some of my subordinates did not complete the questionnaire whereas all my subordinates who were selected to be interviewed accepted to be interviewed).

When I updated the Acting Director General about my project, before the commencement of the interviews and the distribution of the questionnaire, he advised me to be very careful so that nobody would feel obliged to participate especially my subordinates and to maintain a high standard of confidentiality during and after the completion of the project. I agreed with his comments and I explained that I was taking very seriously all of that into account and that was why they were also mentioned in the covering letters and the consent forms.

The Acting Director General asked me to slightly rephrase a few of the sentences in the covering letter for the questionnaire (see appendix 24) so as to emphasise that participation was voluntary (nobody would feel obliged to participate) i.e. (i)“Your cooperation is therefore valuable and highly appreciated” instead of “You are therefore kindly asked to cooperate”, (ii)“I am also attaching a consent form which you need to sign and return with your questionnaire, should you decide to participate” instead of “I am also attaching a consent form which you need to sign and return with your questionnaire” and (iii)“I would also like to stress that your participation is entirely voluntary....” instead of “I would also like to inform you that your participation is not compulsory....”

Before communicating with the Acting Director General about the interviews, I thought that it might have been a good idea for purposes of a high response rate if the Acting Director General and the Trade Unions encouraged the employees to

participate (e.g. to send out a circular to the employees and Trade Union representatives and to explain that the Management and the Trade Unions were positive about the project and were looking forward to the findings), but following the Acting Director General's reservation regarding the degree of voluntary participation I changed my mind as such an encouragement would most probably make the employees feel that they had to participate and that was not the intention. The same approach was followed for the questionnaire since the attitude of the Acting Director General in relation to the degree of voluntary participation did not change. In addition, at that stage I knew that the Trade Unions were not really interested about the project since they did not wish to grant an interview.

The Acting Director General authorised me to proceed with the questionnaire on the condition that I did not ask the respondents to state their position title and department (2 out of the 7 requested demographic features) for purposes of confidentiality. He explained that the respondents would be identified through the disclosure of their position title or department and that would most probably make them feel uncomfortable, especially my subordinates who would most probably feel obliged to participate because I was their superior i.e. it was very likely that my subordinates did not want me to know about their views in relation to the current PAS as I was part of it (fearing that I would appraise them unfavourably next time). He insisted on the above condition (after he agreed to include my subordinates in the sample of respondents) even though I explained that it was not compulsory for anyone to participate (choosing to participate out of free will), those who would choose to participate had the right to refuse to answer any question, the research findings would be aggregated (making identification difficult) and permission would be obtained in case of identification (as mentioned in the covering letter, the consent form and the questionnaire). Even though the exclusion of the demographic features of the position title and the department meant that the research findings, analysis and conclusions would be missing this extra information, I agreed to it (bounded rationality: replacing the optimum with the sufficient) because it was more important to encourage the employees and especially my subordinates to participate (higher response rate and statistical significance) and to answer the questions honestly.

Even though it was a time consuming exercise, it was necessary for the participants, and in particular for the interviewees, to be given feedback of their input not only because they had the right to know but also because in that way misinterpretation, bias and inaccuracy on my behalf would be avoided (as indicated by the university module guide). The purpose of feedback was explained to the interviewees both orally during the interview and in writing through the covering letter. I believe that this approach led to the collection of more accurate information so that the participants were not harmed with any misinterpretation and the findings reflect the reality of the situation (feedback was obtained from all the interviewees including the preliminary interviewees: 100% response rate). Therefore, consent was an ongoing process (as indicated by Stringer (2004)-in Holian and Brooks (2004)) for protecting the participants and for maintaining the required confidentiality and anonymity.

Regarding confidentiality and anonymity, I explained (see covering letters in appendices 8, 10, 12 and 24) and reassured the participants that the confidentiality was of utmost importance and it would be respected diligently. I have indeed respected confidentiality and anonymity diligently throughout the project, not only because I promised to the participants that I would but also because it was legally and



ethically correct to do so (e.g. avoiding possible stigmatisation and embarrassment of the participants). I explained (see covering letters) that the names (identity) of the participants were not important and they were not adding any value to my research and so they did not have to be disclosed by the participants since I did not have to disclose them anywhere in my report; as such, they did not have to worry as no one would be able to trace the data they provided (not possible to identify someone). It was also explained (see covering letters) that the demographic information (gender, age, marital status, years of service, academic and professional qualifications), that they would provide, would be used only for statistical purposes so as to enhance my analysis and conclusions. Regarding the interviewees that I met personally and I knew who mentioned what, I explained again that the identity of the person was not relevant and it would never be disclosed to any one. I also mentioned that confidentiality was one of the reasons for conducting the interviews on an one-to-one basis i.e. protecting the anonymity of the participants. There were a few interviewees who seemed slightly concerned in relation to the issue of confidentiality and anonymity (not about my trustworthiness but about a possible identification through their demographic features) but I reassured them that they had nothing to worry about by explaining about it e.g. significance of statistical analysis of the demographic features, disclosure of aggregated results so as to make identification impossible, permission in case of identification.

During the analysis of the findings and the demographic analysis, none of the participants could be identified through the disclosure of their demographic features. In case particular participants were identified, I would obtain the participants' permission before I disclosed the information in my report.

I also explained (see covering letter in appendix 24) to the questionnaire respondents that their anonymity would be safeguarded (even from me) at the time of returning the completed questionnaires as they would be placing the completed questionnaires and the signed consent forms in a special box. Even though I knew that everybody was asked to complete a questionnaire, I could not have known who completed which questionnaire since the questionnaires would be returned in a box instead of by hand or by email. In addition, the completed questionnaires and the signed consent forms would be placed in the special box as separate documents (without being attached to each other) for purposes of safeguarding anonymity. In case I recognised a respondent from his/her signature on the consent form I would not be able to match the respondent's questionnaire since the questionnaire would be anonymous and not attached to the consent form (unless the questionnaire and consent form in question were the only documents in the special box). The special box was kept at the designated place (next to the reception desk at the headquarters) for some more weeks for those who were late in completing the questionnaire within the original deadline. The respondents from other cities and abroad (who might not have had the opportunity to visit the headquarters and place the questionnaire in the special box) were asked to return the questionnaire and consent form by mail (in separate envelopes addressed to me-care of the special box). I was checking the special box for questionnaires and consent forms on a daily basis rather than on the date of the set deadline(s) so as to be aware of the status of the response rate (and take action) and to empty the special box (so that the new questionnaires and consent forms would fit in). Even though I did not try to identify the respondents (their identity was irrelevant) and measures were taken for safeguarding anonymity, I could recognise most of the respondents. However, part of this identification was brought about by the

respondents themselves since they did not follow the instructions (in the covering letter) in relation to the safeguard of anonymity most probably because they did not mind me knowing how they answered e.g. some of them handed me their questionnaire and consent form and some of them used the same envelope that I used for sending them the documents with their name on the envelope. If they followed the instructions in the covering letter (placing the completed questionnaire and the signed consent form in the special box without being attached to each other), the identification would not be possible unless they were recognised from their signature on the consent form. The recognition of the respondents from their signature (I have seen their signature on several occasions due to my working relationship with them) on the consent form represents the main part of this identification i.e. even though the questionnaires were anonymous and most of the times not attached to the consent forms, their demographic features on the questionnaires enabled the matching of their questionnaires with their consent forms especially on the days when there was only one questionnaire and consent form in the special box. I do not consider this type of identification as so serious because it was restricted only to me. Nobody else can or will be able to know how individual respondents answered because the answers of the respondents who were recognised were not marked with their names as that information was irrelevant for the project (the recognition was useful only for purposes of follow-up i.e. to chase up the respondents who did not reply) (even if I wanted to match these respondents with their answers I cannot do so now as their answers were not marked with their names). Besides, the respondents' answers are not disclosed individually but aggregated and even if they were their permission would be obtained. Therefore, the identification was prevented and the anonymity was safeguarded. Irrespective of the above, the identification of the respondents' answers could have been prevented if for example the consent forms were sent via the internal mailing system and the questionnaires were placed in the special box; I would not be able to match their questionnaires with their consent forms and I would not know how individual respondents answered irrespective if the respondents were recognised from their signatures (the order of collecting the questionnaires from the special box and the order of collecting the corresponding consent forms via the internal mailing system would most probably not coincide). However, such an approach would make the process of the return of the questionnaires and consent forms complicated and inconvenient and the respondents would most probably forget or think that it was not so important to return the consent form which is necessary for follow-up and research purposes.

Regarding the data that the participants provided, I explained (see also covering letters in appendices 8, 10, 12 and 24) that the analysis of the data (not the data itself e.g. not the actual completed questionnaire) would be included in my project report as part of my research (collectively and for academic purposes). I also explained who would be allowed to see the project report before its completion (i.e. advisor, consultant and examiner) and afterwards (i.e. university library, CTO, trade unions, research participants, staff; I will place a copy of the project report at the CTO library after I obtain approval from CTO).

The safekeeping of all the documents and material (e.g. interview transcripts and tape-recorder, completed questionnaires, my handwritten notes and my computer files, organisational documentation-regulations of the current PAS, special box) was essential for safeguarding confidentiality and anonymity. I made sure that nothing was

exposed and everything was safely put away under lock and key and I was the only person who had the keys (my desk drawers and the special box) and passwords for accessing the information.

As indicated in the previous section (“My Role as Worker-Researcher”) also, I explained to the participants (see also covering letters in appendices 8, 10, 12 and 24) the duality of my roles so that they could understand that I was not mixing the two roles or crossing the line. I believe that by reassuring the participants that I would not be using the information they would provide for work or other purposes (so as not to harm them, not even unintentionally) they were encouraged to trust me and confide information to me for research purposes.

I believe that the confidentiality, anonymity and honesty are essential not only because it is ethically and legally correct but also because they increase the response rate by encouraging the participants to take part in the research and to be honest with their answers. This was also my experience during the project as some interviewees mentioned that one of the reasons for participating (and being honest with their answers) in the research was my commitment to confidentiality. They mentioned that they felt comfortable in granting an interview and expressing their opinion on the subject openly because it had been stressed by me in the covering letter and the consent form that confidentiality was of utmost importance. They knew that I would keep my promise and respect confidentiality and anonymity since I always keep my promises and I am well known for my trustworthiness. Other interviewees may have also felt like that even though they did not mention anything. On the other hand, there were some interviewees (some of them mentioned that, for others who did not mention it I knew that that was the case because of their personality or I could tell that that was the case because of their attitude during the interview) who did not mind about confidentiality or anonymity and were comfortable in talking about anything even if other colleagues found out about their views (the views of some of them were well known to most colleagues). The confidentiality and anonymity were not really discussed with the questionnaire respondents as their protection was clearly obvious to them by the arrangements which were made and this must have also increased the response rate from those who wanted confidentiality and anonymity to be protected e.g. it was obvious to them that I could not match the completed questionnaires with the respondents who completed them (not knowing who mentioned what) since the questionnaires were anonymous and placed in the special box without being attached to the signed consent form (confidentiality and anonymity were more relevant in the case of the interviewees because I met with them and I knew who mentioned what). Most of the consent forms (with the signatures of the respondents) could be matched with the individuals who signed them and this was helpful for purposes of follow-up (I knew the respondents that I had to chase up since I knew most of the respondents who returned the questionnaire). As mentioned earlier, despite the above arrangements which were taken for safeguarding anonymity, the identification of the respondents (matching the completed questionnaires with the respondents who completed them) was brought about on many occasions either because the respondents did not follow the instructions in the covering letter (not placing the completed questionnaire and the signed consent form in the special box or placing them in the special box but attaching them to each other) or because the respondents’ signatures on the consent forms were recognised and matched with their demographic features on the questionnaires especially on the days when there was only one or a

couple of questionnaires and consent forms in the special box. However, it can be reasonably concluded that the anonymity has been safeguarded because the identification of the respondents was restricted only to me (in the same way as the interviews since I knew how each interviewee answered), the respondents' answers were not marked with their names and they have not being disclosed individually but aggregated.

I was thanking the participants throughout the whole process e.g. when I was calling them to arrange the time and place of the interview, when I was meeting them for the actual interview, when I was asking for their feedback on the transcribed interview, when I was calling them to remind them about the completion of the questionnaire, when I was calling them to advise them about the extension of the deadline for the completion and return of the questionnaire, when I saw them at the office and I reminded them about the completion of the questionnaire, etc.. Taking the time to thank the participants was an important and necessary step because it was something that the participants appreciated (they voluntarily spent their valuable time on my project because they could see that I was thankful). I believe that this useful and helpful approach made the participants committed to their role e.g. to agree to give an interview, to spend time for giving a constructive interview, to give accurate feedback, to promise to complete the questionnaire, to spend time for completing the questionnaire accurately and honestly etc..

I was available to answer and deal with the participants' possible queries or complaints (before, during and after the interviews and the completion of the questionnaires). There were not any instances of complaints but only some instances of queries. An explanation to this could be the fact that the covering letters, the consent forms, the interview checklists and the questionnaire were clear and comprehensive (this was also mentioned by some interviewees and questionnaire respondents). The queries concerned mainly the questionnaire respondents who were asking me to make some clarifications (e.g. how to return the completed questionnaire even though the instructions in the covering letter were clear). I was responsive to everybody's queries at all times (treating all participants the same way without discrimination) so that the participants would feel as comfortable as possible.

I tried to keep the promises that I was making and to act according to what was being agreed e.g. the duration of the questionnaire completion went according to plan apart from one respondent (he/she was also a pilot respondent) who advised me that the completion took 25-30 minutes instead of 20 minutes, e.g. the deadline of the completion and return of the questionnaire was extended for many weeks according to my promise to the respondents who needed more time, e.g. if the arrangement was to meet with an interviewee at his/her office at 3 p.m., I made sure I was available and at the interviewee's office at that time and not later (most of the interviewees were also on time), e.g. as the duration of the interview was expected to take 1¼ hour, I made an effort so that it took 1¼ hour and not more unless there were interruptions or other factors out of my control (see detailed explanations in chapter 6 as to why the interviews took longer than expected e.g. talkative interviewees, more than one session due to the condition of conducting the interviews after office hours).

As indicated in the sections of “Interviews” and “Questionnaire”, both the questionnaire and the interview were pilot tested so as to make sure that my questions would not make the participants feel uncomfortable by causing annoyance or stress.

With respect to the participants’ wishes, concerns, fears, sensitivities etc. (inc. the contact with the colleagues who did not participate as well as the contact with the Management for updates on the progress of the project and for obtaining permission when necessary), I had to be alert, careful, sensible, sensitive and considerate at all times and during all the stages of the research (especially during the interviews since there was interaction and a face to face contact). I made a conscious effort in not exposing the participants to mental stress, not setting leading questions or questions which could be detrimental to self-interest, not depriving them of the right of self-determination and not using coercion or deception (not deceiving the participants in any way either for encouraging them to participate or influencing them to express certain views).

As far as my contact with the administration department of CTO and the human resource departments of the government and other public sector organisations is concerned, I was thankful and polite, I obtained their permission for disclosing the information they provided (after explaining the purpose of my project and how the information was going to be used) and I respected confidentiality diligently. I believe that this useful approach helped in obtaining as much information as possible.

Fortunately, there were not any people (or participants) who hindered or dominated the research process, activity or output for personal interest (conflict of interests e.g. some people wanting to keep the current system for personal interest by saying or influencing others to say that the current system works well). There were a few incidents during the interviews (i.e. the Acting Director General approval which was subject to conditions, the gossip and accusations made by certain colleagues, the complaint made by a Board member in relation to the resources which were used during the interviews and the interviews which were granted by my subordinates; see chapter 6 for more details) that required extra time and attention but they were not so serious so as to require the advice of my advisor and consultant. There were also a few incidents during the questionnaire i.e. the Acting Director General approval which was again subject to conditions, the complaint made by a Board member in relation to the compensation for the cost of the resources which were used during the questionnaire, the communication with the respondents during office hours and the possibility of disciplinary action for working on the project during office hours (see chapter 6 for more details). The incidents required extra time and attention but they were not so serious so as to require the advice of my advisor and consultant. The above incidents did not hinder or dominate the research process, activity or output in a major way e.g. they may have discouraged only a few colleagues from participating in the research (e.g. the condition of conducting the interviews and completing the questionnaire after office hours), e.g. they did not influence the participants’ views as they openly expressed themselves (through the interview or the questionnaire) about the weaknesses of the current PAS. Throughout the project, I was following the ethical guidelines included in the university module guide and I was prepared for any unexpected and serious dilemmas (e.g. see conflict of interests above) which might have arisen and which I would be discussing with my advisor and consultant for finding the best course of action (e.g. bounded rationality: replacing the optimum with

the sufficient with best possible courses of action after consultation with my advisor and consultant). During the performance of my daily work tasks, I follow certain ethical guidelines due to my professional qualifications (Institute of Chartered Accountants in England and Wales, Chartered Management Institute) thus having a practical experience of ethics. I also reviewed the ethical guidelines of the British Sociological Association, the Social Research Association and the British Educational Research Association as well as the Respect Code of Practice for Socio-Economic Research. All the above sources, which are consistent with what has been mentioned in this section, were also helping me to identify ethical issues more easily so as to pay attention to them and be more considerate.

### **5.12 - Summary**

According to the methodology aspects that are discussed in this chapter, the research is characterised by quality because of the enhancement of validity and reliability, the minimisation of bias and the consideration of ethical and insider researcher issues. The aspects which have contributed to the quality of the research are the following: suitability of the research approach and the data collection methods, the research questions were answered, in-depth analysis and understanding, informed questions, translation of the research documents, pilots, statistical significance, satisfactory response rate, personal contact with the participants, extension of the deadline for returning the questionnaire, feedback from all the interviewees, triangulation, rich, thick descriptions, confidentiality, honesty of the participants, harm was prevented, identification was prevented, voluntary participation/non-coercion, carefully drafted covering letters and informed consent forms, researcher effort and rigour. The activities of the interviews and questionnaire are discussed in more detail in chapter 6 (Project Activity).

## CHAPTER 6: PROJECT ACTIVITY

### 6.1 - Introduction

For purposes of avoiding repetition of what was discussed in chapter 5 (Methodology), the discussion in this chapter concentrates on the aspects of the interviews and questionnaire which were not discussed in detail in chapter 5.

The aspects of the interviews and questionnaire which are discussed in detail in this chapter are the following: population under investigation, tape-recorder, feedback, interview process, duration of the interviews (talkative interviewees, number of sessions, time, place, tape-recorder, review of the questions and preparation for the interview), content/structure/format of the questionnaire, distribution/ completion/ return of the questionnaire and consent form, identification of the respondents during the collection of the questionnaires and consent forms, increase of the response rate through the extension of the deadline for returning the questionnaire and the communication with the respondents, conversations with the respondents, effect on the respondents' performance, translation, consultation with CTO during the project, internal consistency and corrections, analysis, statistical significance, quantitative analysis (statistical techniques), demographic analysis.

### 6.2 - Interviews

#### 6.2.1 - Population Under Investigation (Appraiser Interviews)

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

#### Population Under Investigation (Appraiser Interviews)

##### Population Under Investigation (Appraiser Interviews)

- the valid population under investigation consisted of the following: the employees who were appointed as appraisers for 2008, 2009 or 2010, who had sufficient appraiser experience and who were still employed by CTO at the time of conducting the interviews (2010)
- the valid population under investigation also included the employees who had sufficient unofficial appraiser experience
- my subordinates were not excluded from the valid population under investigation for purposes of statistical significance
- the valid population under investigation did not include the employees who were appointed as appraisers for 2011 because at the time of conducting the interviews (2010) these appraisers had not been appointed yet; there was no point in waiting for the appointment of these appraisers not only because the interview process would have been even more time consuming (bearing in mind the delays in the appointment of the appraisers for 2008, 2009 and 2010) but also because these appraisers were expected to be similar to those of 2008, 2009 and 2010
- the valid population under investigation did not include the following: me, the appraisers who appraised only non-permanent employees
- the non-permanent employees were not appraised under the current official PAS but under another unofficial system.

There was a delay in the appointment of the appraisers for the years of 2009 and 2010 because the administration department was in the process of obtaining legal advice in

relation to the appointment of appraisers so that the appointed appraisers were in accordance with the regulations (they were not in accordance with the regulations for the year of 2008: see chapter 4 about the changes made by the Ex-Director General regarding the exclusion of some of the immediate superiors from the appraisal teams and the protest of the trade unions; the names of the appraisers for the year of 2008 were provided to me in March 2010 as there was a delay in the appointment of the appraisers in this case also).

I kept calling the administration department to find out about the progress and finally in September 2010, the administration department unofficially informed me about the names of some of the appraisers for the years of 2009 and 2010. In December 2010 they officially informed me about the names of the appraisers who were appointed to conduct appraisals for the year of 2009 and in March 2011 about the names of the appraisers who were appointed to conduct appraisals for the year of 2010. There were no major differences between the official and unofficial information.

Even though there was a delay in the appointment of the appraisers, I was able to conduct all the interviews that were possible to be conducted before the end of December 2010 because I knew more or less the employees who would be appointed as appraisers for the years of 2009 and 2010 i.e. they were expected to be the same as those for the year of 2008 apart from the following changes which I was aware of: new appraisers who started supervising other colleagues, previous appraisers who stopped supervising other colleagues and the immediate superiors who continued supervising other colleagues and who were not appointed as appraisers for the year of 2008 (there were some major variances between the appraisers of 2008 and 2009 and very few between the appraisers of 2009 and 2010; the immediate superiors who continued supervising other colleagues and who were not appointed as appraisers for the year of 2008 was the reason for the major variances between the appraisers of 2008 and 2009).

The appraisers for the year of 2011 have not been considered as it would be unreasonable to prolong the period of conducting the interviews by more than a year (exceeding by far the estimated period of investigation for the interviews) i.e. the interviews commenced in June 2010 and until June 2011 the appraisers for the year of 2011 were not yet appointed (in any case, the interviews had to eventually stop as they could not be an ongoing activity). Besides, the appraisers for the year of 2011 would not have any dramatic effect on the population which had already been investigated since the appraisers for the year of 2011 were expected to be very similar to those for the year of 2010 e.g. the new appraisers who started supervising other colleagues in 2011 would have been excluded from the sample in any case since the lack of appraiser experience did not enable them to give an opinion on the current performance appraisal system (PAS) from the perspective of the appraiser.

The same approach was taken for the appraisers of 2008, 2009 and 2010 i.e. the valid population under investigation was 32 appraisers and consisted of all the appraisers for the years of 2008, 2009 and 2010 who had a solid appraiser experience of at least 1 year (some appraisers had more experience than others i.e. some appraisers were appraising more appraisees than other appraisers and some appraisers were appraising appraisees for more years than other appraisers).



The non-valid population under investigation was 47 appraisers and consisted of all the appraisers for the years of 2008, 2009 and 2010 irrespective of their appraiser experience.

The 15 appraisers who had insufficient appraiser experience were not included in the valid population under investigation and I did not send them the covering letter, the consent form or the questions checklist (except in one case for which the appraiser requested to have a look at these documents which were sent on 3/12/10). The appraisers with insufficient appraiser experience were the following: 9 employees who were appointed as appraisers for the first time and had no previous appraiser experience (the appraisers for the year of 2009 (6) and 2010 (3) who were appointed for the first time in December 2010 and March 2011 respectively and did not have the opportunity to officially appraise anybody until the time of conducting the interviews) and 6 employees who had a minimal appraiser experience i.e. they acted as appraisers only once or a couple of times in the past and they appraised only one or a couple of appraisees. I talked to some of these appraisers about my project and the interviews and they mentioned that an interview with them would not be useful or constructive because they were not a good example of an appraiser and could not express an opinion from that capacity i.e. insufficient appraiser experience because they were supervising only a few appraisees and only for a few years.

Two participants who were not included in the valid population under investigation due to insufficient appraiser experience had already granted a preliminary interview (from the capacity of the superior with subordinates) before they were appointed as an appraiser for the years of 2009 and 2010.

The valid and non-valid population under investigation did not include the appraisers who were in service in 2008, 2009 or 2010 and they retired or resigned before I started conducting the interviews. In addition, they did not include me even though I was part of the valid population because it was not possible to ask for the opinion of myself; my opinion is already documented in my project report; my opinion is more informed than the rest of the population since it is expressed from the capacity of the researcher who has studied the subject well and conducted research about it.

One of the appraisers was originally interviewed from the capacity of the trade union representative (dual capacity) because at the time of conducting the interview he/she was not appointed as an appraiser for the year of 2008 (even though he/she was acting as an appraiser in previous years); later on when he was appointed as an appraiser for the years of 2009 and 2010 he/she agreed that his/her interview be treated from the capacity of the appraiser after reviewing the transcribed interview.

One of the appraisers was originally interviewed from the capacity of the superior with subordinates under preliminary interviews because at the time of conducting the interview he/she was not appointed as an appraiser for the year of 2008 (even though he/she was acting as an appraiser in previous years); later on when he was appointed as an appraiser for the years of 2009 and 2010 he/she agreed that his/her interview be treated from the capacity of the appraiser after reviewing the transcribed interview.

The valid population under investigation included the Acting Director General and the Head of Personnel/Administration Department not only because they acted in the capacity of the appraiser but also because the position they held enabled them to have

more informed knowledge about the PAS than other appraisers (enhancing the insight gained from the interviews with their knowledge).

The valid population under investigation included four appraisers who were not appointed as appraisers for the years of 2009 and 2010 (e.g. due to retirement or resignation which took place before the appointment of the appraisers for the years of 2009 and 2010) but they were for the year of 2008; these ex-appraisers were included in the valid population for purposes of enhancing the insight gained from the interviews with the appraiser experience that they had in the past.

The valid population under investigation included five appraisers who were not appointed as appraisers prior to the year of 2008, 2009 or 2010 (insufficient appraiser experience). These appraisers did not have the minimum appraiser experience of at least 1 year (did not have the opportunity to officially appraise anybody until the time of the interview) but their knowledge and/or experience with the current PAS was to that extent that made them eligible appraisers (as if they appraised before). These appraisers were included in the valid population for purposes of enhancing the insight gained from the interviews with the knowledge and experience that they had. They were able to give an opinion on the current PAS from the perspective of the appraiser because they either had a long work experience (inc. supervision of subordinates) at the Cyprus Tourism Organisation (CTO) and they were in a position to know what the appraisers did or the position they held and their knowledge in personnel and management issues enabled them to know what was happening with the current PAS and what the appraisers did or they appraised in the past non-permanent employees who were based at the offices abroad.

The valid population under investigation included only a couple of the heads of the offices abroad because they were the only permanent employees who supervised other permanent employees during 2008, 2009 and 2010. The non-permanent employees who are under the supervision of the heads of the offices abroad (permanent or non-permanent employees) are not appraised under the current official PAS (non-permanent employees can supervise other non-permanent employees but they cannot supervise permanent employees). The current official PAS applies only to the appraisers and appraisees who are permanent employees (Cypriots only). The permanent employees are the only employees who are entitled to a promotion since promotions are inter-linked with the current official PAS (the permanent employees are also entitled to other benefits which the non-permanent employees are not entitled to).

All the non-permanent employees (Cypriots or foreigners who are employed on the basis of a contract for a predefined period of time which is renewed if the employer and employee agree to that) are unofficially appraised (which is better than nothing) by their superiors under another appraisal system for purposes of renewing their employment contracts (using a similar appraisal report as the one under the current official PAS). This unofficial appraisal system was suspended for a certain period of time in the past but it was recently put back in operation.

Some of the non-permanent employees are based at the offices abroad (72 employees in 2010) and some in Cyprus (19 employees in 2010 at the headquarters or in other cities). Some of them carry out the same tasks as the permanent employees and some of them carry out ancillary tasks e.g. messengers, cleaners, receptionists/telephone operators, warehouse officers, etc.. Some messengers are permanent employees but

they were considered as non-permanent employees not only because they were few (11 employees) but also because their job and performance are very different from the rest of the permanent employees e.g. collecting and delivering documents/items/etc., locking the offices and turning off the lights after everybody leaves.

The project was examining the effectiveness of the current official PAS by obtaining the views of the permanent employees who were using it from the capacity of the appraiser or the appraisee. I could not ask for the opinion of the non-permanent employees as they were not part of the current official PAS and they did not have an experience with it; the only experience they had was with an unofficial appraisal system which the project was not examining. Their views about appraisals in general would probably support the views of the permanent employees who were using the current official PAS and they would have added extra statistical significance to the project but such type of investigation was not envisaged to take place (beyond the project's scope) as it would make the project even more complicated and time consuming (the time limit of the project would be exceeded by far).

When I updated the Acting Director General about my project, before the commencement of the interviews, he suggested that I excluded my subordinates from the sample of employees to be interviewed. I explained that I could not do that as some of my subordinates had to be interviewed (e.g. from their capacity as appraisers or Trade Union representatives and from their capacity as appraisees {with or without subordinates} in case they were randomly selected) because of the statistical significance that was necessary (the total population of appraisers or Trade Union representatives was not large).

#### 6.2.2 - The Population Under Investigation and the Applicability of the Interviewees' Responses (Appraiser and Preliminary Interviews)

The questions to the appraisers and the superiors (supervisors who did not appraise their subordinates) asked for information about themselves (the effect on their performance and their beliefs on the effectiveness of the current PAS and the significance of the factors of an effective PAS) from their capacity as an appraiser or superior and their capacity as an appraisee (the appraisers'/superiors' performance was also affected by the performance of their appraisees/subordinates). The dual capacity of the appraisers and the superiors means that their responses have a wider applicability and are not restricted to the sample which was investigated.

The questions to the appraisees (subordinates) asked for information about themselves (the effect on their performance and their beliefs on the effectiveness of the current PAS and the significance of the factors of an effective PAS) from their capacity as an appraisee.

The questions to the appraisers and the superiors (supervisors who did not appraise their subordinates) asked for information about their appraisees/subordinates (the effect on their performance and their beliefs on the effectiveness of the current PAS and the significance of the factors of an effective PAS) because the appraisers/superiors were in a position to influence the performance of their appraisees/subordinates, they were supposed to be aware of how their appraisees'/subordinates' performance was affected and they might have been aware of their appraisees'/subordinates' beliefs.

The above information is summarised below:

-appraiser interviews: some interviewees (13/25=52%) mentioned that their answers to the questions represented their own personal opinion and beliefs and they were not in a position to know if they also applied to their appraisees (even though they had direct working contact with most of them); some interviewees (12/25=48%) mentioned that their answers to the questions represented their own as well as their appraisees' opinion and beliefs; the 48% includes the interviewees who mentioned that their own personal beliefs applied to only some of their appraisees and the interviewees who mentioned that only some of their own personal beliefs were shared by their appraisees; therefore, the applicability percentage of 48% is lower in real terms and it cannot be concluded that the answers of all the appraisers reflect the opinion of their appraisees

-preliminary interviews (5 supervisors who did not appraise their subordinates): some interviewees (3/5=60%) mentioned that their answers to the questions represented their own personal opinion and beliefs and they were not in a position to know if they also applied to their subordinates (even though they had direct working contact with most of them); some interviewees (2/5=40%) mentioned that their answers to the questions represented their own as well as their subordinates' opinion and beliefs; the 40% includes the interviewees who mentioned that their own personal beliefs applied to only some of their subordinates and the interviewees who mentioned that only some of their own personal beliefs were shared by their subordinates; therefore, the applicability percentage of 40% is lower in real terms and it cannot be concluded that the answers of all the superiors reflect the opinion of their subordinates.

Even though some interviewees mentioned that the effect on their performance and their beliefs were the same as their appraisees or subordinates (see above), for purposes of simplicity, the findings refer to the interviewees' own beliefs and performance and not to the beliefs and performance of their appraisees or subordinates. The applicability of some interviewees' responses to their appraisees or subordinates means that the findings of the interviews have in fact a wider applicability and are not restricted only to the sample which was investigated.

### 6.2.3 - Tape-Recorder

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

#### Tape-Recorder

##### Tape-Recorder

-the tape-recorder was pilot tested so as to be used efficiently during the interviews  
-the tape-recorder was used only in the cases of the interviewees who consented to it; the interviewees were advised that the tape-recorder was helpful for purposes of taking notes (not missing anything) but it was not compulsory and they had the right not to consent to it in case it made them feel uncomfortable  
-even though the use of the tape-recorder allowed me to take notes after the completion of the interviews, I was taking notes during the interviews (in the same way as I did when the tape-recorder was not used) in case the tape-recorder malfunctioned; in addition, taking notes during the interviews helped me to concentrate  
-even though the use of the tape-recorder allows the interviewer to concentrate on the body language of the interviewees when the interviewer does not take notes, I managed to concentrate on the body language of the interviewees despite the fact that

I was taking notes (in the same way as I did when the tape-recorder was not used); however, this was possible only when I was asking and explaining the questions to the interviewees (i.e. when I was not taking notes); during this time I did not notice anything unusual or noteworthy in the body language of the interviewees

- the time lag between the interviews and the transcriptions was kept to the minimum so that the transcription activity would be as effective and efficient as possible i.e. I was in a position to remember what was discussed during the interviews and I did not waste any time on trying to remember; even though there was no need to rely on my memory due to the notes that were taken during the interviews and the recordings, on certain occasions I had to rely on my memory e.g. when the notes were untidy/illegible, when the comments in the recordings were unclear
- the transcriptions (semi verbatim) for the interviews with the tape-recorder were longer and more time consuming than those without the tape-recorder despite the fact that the notes during both of them were taken in the same way; the transcriptions for the interviews with the tape-recorder were more time consuming because of the time that was spent for the playback of the recordings; the transcriptions for the interviews with the tape-recorder were longer because the insignificant details that were ignored during the interviews were included
- the corrections that were made after the provision of feedback by the interviewees did not indicate that the tape-recorder did not miss anything since the corrections did not only apply to the interviews without the tape-recorder but also to the interviews with the tape-recorder; in addition, the interviews without any corrections were not only the interviews with the tape-recorder but also the interviews without the tape-recorder; it could be argued that the tape-recorder does not miss anything because the corrections were related to the addition of new comments which were not mentioned during the interviews (see subsection 6.2.4) and not to the omission of what was mentioned during the interviews; however, this argument (not missing anything) also applies to the interviews without the tape-recorder since in this case also the corrections were not related to the omission of what was mentioned during the interviews
- irrespective of the above indications, the tape-recorder was helpful for purposes of drafting detailed transcriptions i.e. nothing was missed since all the details were transcribed (see above); in the case of the interviews without the tape-recorder, the insignificant details were not transcribed (they were ignored during the interviews due to lack of time).

I bought a tape-recorder and I pilot-tested it so as not to have problems with it during the actual interviews (time was not wasted during the interviews as the tape-recorder was used efficiently).

The use of a tape-recorder was a time consuming exercise since the amount of time spent for the actual interview had to be spent again for the play back of the recording. Additional time was spent when I had to add to my hand written notes the points that I had missed. It is certain that nothing is missed with the tape-recorder even though my experience showed that I was taking my notes without missing much.

One would expect that the tape-recorder minimises or eliminates the frequency of transcription mistakes and corrections (identified and effected during transcription and feedback from the interviewees) since nothing is missed. Despite this expectation, my experience with the project (see appendix 30) showed that there were still

corrections for some of the interviews for which a tape-recorder was used and there were no corrections for some of the interviews for which a tape-recorder was not used (inconclusive).

This phenomenon took place mainly because the interviewees' corrections concerned the addition of new comments which they did not mention during the interview and not the comments which were mentioned during the interview and I could have omitted from the transcription because I missed them. Therefore, it can still be concluded that the tape-recorder minimises or eliminates the frequency of transcription mistakes and corrections since none of the mistakes or corrections concerned the omission of comments which had been missed.

All my hand written notes (inc. the transcriptions of the recordings which were most of the times longer than the notes for the interviews without a tape-recorder) were later typed in the form of a table (columns: interviewees' comments, rows: questions) for purposes of facilitating the analysis later on.

I made an effort so that there would not be a long time lapse between the interview, the play back and the typing of my notes in a table so as to make the whole process more efficient (spending less time in trying to remember what was mentioned); unfortunately, that was not always possible due to lack of time (e.g. work emergencies, conducting other interviews, scheduling and rescheduling the place and time of other interviews according to interviewees' requests).

Even though the tape-recorder helped me in concentrating on body language, I believe that I managed to observe the body language even for the cases of the interviewees for whom the tape-recorder was not used; apart from the interviews for which it was not possible to do so since they were conducted via teleconferencing (7/25=28% for the appraisers' interviews; none of the preliminary interviews were conducted via teleconferencing).

I had complete eye contact with the interviewees and I was concentrating on their body language when I was asking and explaining the questions and when they were asking for clarifications. I may have missed something when the interviewees were answering the questions and I was taking my notes (this is also true for the cases that the tape-recorder was used since I was taking notes in those cases also) but I do not believe that I missed much because it is more common to use our body language when we listen to others rather than when we talk to them.

I did not notice anything unusual or extraordinary during the observation of the interviewees' body language. The only thing that was common to almost all interviewees was that they were smiling before answering some of the questions because it was well known that certain factors of an effective PAS were not applicable to the current PAS.

#### 6.2.4 - Feedback

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Feedback

<p><u>Feedback</u> -the time lag between the interviews and the feedback was kept to the minimum so that the feedback activity would be as effective and efficient as possible i.e. the interviewees were in a position to remember what they mentioned during their</p>
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interview and they were not frustrated or did not waste any time on trying to remember

- the transcriptions were not translated into the Greek language because the use of the English language was more convenient and efficient i.e. the notes during the interviews were taken in the English language and the interviewees had a good command of the English language; the translation of the transcriptions was unnecessary and it would have been very time consuming i.e. the English transcriptions would have been translated into Greek and after the feedback and corrections the Greek transcriptions would have been translated back to English
- personalised distribution and return of the transcriptions; the questions of the interviews should have been resent and the transcriptions should have been e-mailed or printed with a bigger font size so that the interviewees would find the feedback activity as easy, pleasant and stress free as possible (irrespective of the extra time that would take me)
- all the interviewees provided feedback
- after the provision of feedback some corrections were made; most of these corrections were related to the addition of new comments which were not mentioned during the interviews; the rest of the corrections were few and minor.

The feedback activity was taking place while the interviews were conducted i.e. as soon as the transcription of an interview was complete it was forwarded to the interviewee for purposes of feedback irrespective if other interviews were conducted at that time. This approach was followed for purposes of avoiding a substantial time lag between the interview and feedback (which would have occurred if feedback commenced after all the interviews were conducted) which would possibly prevent the interviewees from remembering the answers and comments they made during the interview. All the interviewees provided feedback and without any delay apart from one interviewee who was late in providing feedback because he/she was away on sick leave.

Most of the transcriptions were delivered personally, some of them were placed in envelopes and sent via the internal mailing system and some of them were sent electronically (if requested by the interviewees or if the interviewees were based in other cities or abroad). Most of the interviewees returned the transcriptions (with or without corrections) in person, some of them called me or returned my call and confirmed that there were no corrections or explained the corrections that had to be made and some of them (some of those based in other cities and abroad) sent me an e-mail and confirmed that there were no corrections.

The transcriptions were drafted in the English language as this was the most convenient and efficient option since they were based on my original hand written notes which were drafted in English (as the language of the project report is English). The same translation principles (see the subsection on “translation” for details) were followed during the interviews when I was taking my notes in English (instantaneous translation from Greek to English).

The use of the Greek language at this stage would make the research activities (transcription, feedback, corrections, analysis) very time consuming (first to translate my hand written notes from English to Greek and then the transcriptions after the feedback and corrections from Greek to English for purposes of the analysis). After all, all the interviewees were comfortable with the English language and as such the

review of the English transcription was not expected to be difficult. This was actually the case since none of them complained and they did not ask for a Greek translation. I do not think that anyone was embarrassed to ask for a Greek translation (indicating that his/her command of the English language was not satisfactory) because I know that all the interviewees are educated and have a good command of the English language. In this case, the alternative of the English language was more efficient than the Greek language option since frustration and the waste of valuable time were avoided. The time spent on language and translation skills had to be kept to the minimum because the project was not testing such skills or activities.

Following the comments made by some interviewees and after reflecting on those comments, the following feedback activities could have been carried out a little bit different:

-the questions (interview checklist) should have been resent to the interviewees together with the transcription for purposes of facilitating the interviewees i.e. to make their task as easy and fast as possible. I assumed that the interviewees kept the interview checklist for purposes of feedback but apparently some of them did not keep it and some of them kept it somewhere but they could not remember where. Even though this comment was mentioned by some interviewees, I did not provide the interviewees with the interview checklist unless they specifically asked for a copy of the checklist. I thought that this approach would save me time (printing and sending the checklist again) and it would not discourage the interviewees from providing the necessary feedback. This was actually the case, but if I were to do this research task again I would provide them with the interview checklist so as to make their task as enjoyable as possible; after all, they were not obliged to help me and they were not supposed to go through any sort of stress

-the transcription (in hard copy) should have been printed by using a bigger font size or it should have been sent by e-mail (I used the e-mail option on certain occasions i.e. interviewees who were not based at the headquarters and interviewees who specifically requested the e-mail option). The task of feedback may have not been very pleasant for some of the interviewees because of the small font size (difficult to read). Even though this comment was mentioned by some interviewees, I did not change the font size and I did not send it by e-mail. I thought that this approach would save me time (sending e-mails, changing the font size settings) and it would not discourage the interviewees from providing the necessary feedback. This was actually the case, but if I were to do this research task again I would change the font size or I would send it by e-mail so as to make their task as enjoyable as possible; after all, they were not obliged to help me and they were not supposed to go through any sort of stress.

The corrections which resulted from the feedback activity (corrections: 10/25=40% for the appraisers' interviews and 8/10=80% for the preliminary interviews) (no corrections: 15/25=60% for the appraisers' interviews and 2/10=20% for the preliminary interviews) were few and minor i.e. spelling and grammatical mistakes, new comments added on by the interviewees for clarifying what was mentioned during the interview, new comments added on by the interviewees (4/25=16%) which they forgot to mention during the interview (the corrections were mainly new comments which were not mentioned during the interview and not comments which were mentioned during the interview and I could have omitted from the transcription because I missed them).



After the conclusion of the feedback activity, spelling and grammar checks were performed (suggested also by one of the interviewees who erroneously thought that there were many mistakes) and all the mistakes (which were very few) were traced and corrected. These checks should have been performed before the feedback activity so as to prevent mistakes from taking place in the same way as I did with the covering letters, the consent form and the interview checklists.

#### 6.2.5 - Interview Process (Appraiser and Preliminary Interviews)

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Interview Process (Appraiser and Preliminary Interviews)

##### Interview Process (Appraiser and Preliminary Interviews)

-the interview process for both the appraiser and the preliminary interviews was time consuming (the interviews are by nature a time consuming activity) and longer than expected and extra effort and time were necessary not only for purposes of enhancing the response rate and the research quality (e.g. feedback from the interviewees) but also because of the circumstances e.g. the duration of the interviews was long because of the talkative interviewees (talkative by nature or because they found the subject interesting) and the more than one session interviews (they were mainly caused by the management condition of conducting the interviews after office hours)

-the actual duration of the interviews was longer than that which was originally estimated (the estimated duration was based on the pilots) because of the above circumstances which could not have been predicted at the time of conducting the pilots; even though the time consuming interviews usually frustrate the interviewees (and discourage prospective interviewees from participating in the research), the interviewees did not mind and did not find the interviews tiring.

The appraiser interviews (25) commenced on 28/6/2010 and were completed on 23/12/2010 (6 months).

All the interviews were conducted on different days apart from the following cases (the timetable of the interviews was set according to interviewees' preferences):

-two interviews were conducted on the same day (1 case)

-one interview and one session for another interview were conducted on the same day (1 case)

-one interview and two sessions for two other interviews (one session for each interview) were conducted on the same day (1 case)

-two sessions for two different interviews (one session for each interview) were conducted on the same day (4 cases).

The above cases naturally required me to make an extra effort in relation to concentrating and being alert during the interview. It was not an easy endeavour especially if my day at work was difficult and tiring.

Most interviews took place in July. The interviews were conducted in the following order:

-June: 2 interviews: 8% (I was also conducting preliminary interviews between 23/6/2010 and 29/6/2010)

-July: 10 interviews: 40% (I was also conducting preliminary interviews between 5/7/2010 and 30/7/2010)

-August: 2 interviews: 8% (most colleagues were away on holiday inc. myself)

-September: 1 interview: 4% (I conducted most interviews by then in relation to the appraisers of 2008; I chased up those who promised to give an interview and did not by that time but unfortunately none of them gave an interview after all)  
-October: 5 interviews: 20% (I also conducted a preliminary interview on 4/10/2010) (I also conducted two sessions for two other interviews {one session for each interview} and five sessions for another interview; these 3 interviews were completed in November-see below)  
-November: 3 interviews: 12% (the 3 interviews which commenced in October {see above} were completed in November as follows: two sessions for two interviews {one session for each interview} and one session for another interview)  
-December: 2 interviews: 8% (I was unofficially informed about some of the appraisers of 2009 and 2010 during September 2010; I was officially informed about the appraisers of 2009 and 2010 during December 2010 and March 2011 respectively; there were no major differences between the official and unofficial information) (I conducted all the interviews that were possible to be conducted before the end of December 2010).

The preliminary interviews (10) commenced on 23/6/2010 and were completed on 4/10/2010 (3½ months). They were actually completed on 30/7/2010 but an additional interview was conducted on 4/10/2010 to replace a preliminary interview which was later treated as an appraiser interview (the interviewee's consent was obtained after reviewing the transcribed interview). At the time of conducting the above preliminary interview, the interviewee (superior with subordinates) was not appointed as an appraiser for the year of 2008 (even though he/she was acting as an appraiser in previous years) but at a later stage he/she was reappointed as an appraiser for the years of 2009 and 2010.

All the interviews were conducted on different days apart from the following cases (the timetable of the interviews was set according to interviewees' preferences):

-two interviews were conducted on the same day (1 case)  
-one interview and one session for another interview were conducted on the same day (1 case).

The above cases naturally required me to make an extra effort in relation to concentrating and being alert during the interview. It was not an easy endeavour especially if my day at work was difficult and tiring.

Most interviews took place in July. The interviews were conducted in the following order:

-June: 4 interviews: 40% (I was also conducting appraiser interviews between 28/6/2010 and 30/6/2010)  
-July: 5 interviews: 50% (I was also conducting appraiser interviews between 1/7/2010 and 23/7/2010)  
-October: 1 interview: 10% (I was also conducting appraiser interviews between 5/10/2010 and 29/10/2010).

The interviews took longer than expected and in general the whole interview process was more time consuming, tiring and longwinded than I thought. Even though there were times when I was finding the interview activity boring or too much to handle (being time consuming, tiring and longwinded) and I was anxious and looking forward to proceed to the next research stages (e.g. analysing the findings,

drafting the questionnaire etc), the activities mentioned below were necessary not only because of the circumstances but also for purposes of a higher response rate and a higher quality of the research. For example: some interviewees would not participate if I did not chase them up, some interviews would not have taken place or would be incomplete if they did not take more than one session, important information mentioned by the interviewees might have been missed or misinterpreted by me if the tape-recorder was not used or if I did not obtain feedback through the transcriptions (necessary corrections would not have been made). The interviews could have been less time consuming but the advantages mentioned above would have to be forgone.

I believe that the following factors and activities can explain why the interview process was so time consuming:

-There was a delay in the appointment of the appraisers for the years of 2009 and 2010 so I had to call the administration department at frequent intervals so as to find out about the progress.

-I called the appraisers to explain the purpose of my project and to ask them if they were interested in granting an interview (personalised approach) before sending out the covering letter, the consent form and the interview checklist. The same approach was followed for the preliminary interviews. I had to call several times on certain occasions as they were in meetings or away.

-Later I distributed the documents to those who agreed to grant an interview (the covering letter, consent form and interview checklist were placed in envelopes and sent via the internal mailing system for those based at the headquarters, by taxi for those based in other cities and by e-mail for those based abroad).

-I called them at a later stage so as to make arrangements for the date, time and place of the interview. I had to call several times on certain occasions as they were in meetings or away (sometimes I was also calling the secretaries so as to leave messages to call me back). On certain occasions they asked for a reschedule of the interview due to other personal engagements.

-I called them on the day of the interview so as to remind them about it.

-Some of the interviewees asked me to conduct their interview in more than one session due to other personal engagements (the interviews were taking place after office hours according to the Acting Director General's condition). Even though there was an effort in not having much time lag between the interview sessions, there was still a loss of continuity because when the interview was resumed time was wasted on trying to remember what was mentioned during the previous session(s). According to the detailed analysis which is shown below, it appears that this factor has increased the duration of the interviews by a greater extent than the rest of the factors. The rest of the factors are the following: time of the interview, place of the interview, use of the tape-recorder and review of the questions and preparation by the interviewees.

-Many of the interviewees were talkative either by nature or because they found the subject and questions interesting. According to the detailed analysis which is shown below, it appears that this factor has increased the duration of the interviews by a greater extent than the rest of the factors. The rest of the factors are the following: number of sessions, time of the interview, place of the interview, use of the tape-recorder and review of the questions and preparation by the interviewees.

-I had to spend time on explaining to most of the interviewees (22/25=88% for the appraiser interviews and 8/10=80% for the preliminary interviews) some of the questions as they were not well understood. I did not have to spend much time on

explaining any of the questions (only slightly) to a few of the interviewees (3/25=12% for the appraiser interviews and 2/10=20% for the preliminary interviews) as they had knowledge in the subject of performance appraisals and were aware of the performance appraisal terminology and concepts unlike the rest of the interviewees (one of the interviewees mentioned that he/she had found the questions difficult because he/she was not very familiar with the literature on performance appraisals). -All the questions were open-ended and the interviewees had the opportunity to elaborate (and many of them did) on different issues especially when they were answering the “how” and “why” part of the questions. The following 4 questions were even more open-ended than the rest since the questions did not refer to one single issue. This meant that the interviewees could talk about many issues (and many of them did):

- (i)how does the current PAS affect performance and why/how
- (ii)whether the current PAS should change and how
- (iii)other factors that enhance performance
- (iv)additional comments in relation to the project and the subject of performance appraisals.

The questions (i) and (ii) were the first two questions of the interview and that made the interviews slower at the beginning but they were a lot faster later on especially if what was mentioned in questions (i) and (ii) applied to and was repeated in the next questions.

The questions (iii) and (iv), which were the last two questions of the interview, were not as time consuming as questions (i) and (ii) since most issues had already been discussed by that time and as such most interviewees' comments were a repetition or a brief summary of what was discussed earlier. In addition, some interviewees did not mention anything on the last two questions as they had nothing to say or they did not want to repeat themselves (in any case, at that stage the interview was towards the end and they possibly felt tired by that time especially if they also had a tiring day at work).

As the questions (i) and (ii) were related to all the rest of the questions (the latter being more specific and detailed than the former), repetition was expected and supposed to take place since what was mentioned in questions (i) and (ii) would be elaborated in the rest of the questions. Even though there was an inevitable repetition as explained above (also explained to the interviewees), questions (i) and (ii) were asked because it was important to give the opportunity to the interviewees to talk freely and openly about the current PAS and the factors of an effective PAS without structuring or influencing their thoughts and beliefs (minimising bias) with what I believed or with what the literature said (as reflected by the rest of the questions which referred to particular issues and factors). In addition, I could not have known in advance what the interviewees would answer on questions (i) and (ii) and it was possible for their answers to have been very different from their answers to the rest of the questions i.e. interviewees' answers to questions (i) and (ii) not referring to the factors of an effective PAS which the rest of the questions referred to (that was actually the case for some interviewees; however, there were interviewees whose answers to questions (i) and (ii) referred to some or all of the factors of an effective PAS).

-All the questions required an answer about the degree of significance of the factors of an effective PAS (factors which enhance performance) and how their existence or lack (current situation at CTO) actually affected employees' performance. It was explained to the interviewees that this was so because my project was examining

these aspects for purposes of reaching to certain conclusions and proposing certain recommendations e.g. if performance was down because a factor of an effective PAS was lacking and that factor was considered significant then I would most probably recommend the incorporation of that factor in the PAS of CTO. One interviewee mentioned that the significance part of the questions was very basic (not a doctorate level) and should not have been asked as it was implied. I explained that there might have been employees who did not think or believe that and it was my duty as a researcher to ask the employees about it and find out if that was the case or not; besides, the significance part was part of my research questions and therefore an important part of my research.

-The summer holiday (from mid July until mid September most employees take their summer vacation) caused some loss of continuity (during that time I kept myself busy with other project activities so as to avoid further delays).

-I used my hand written notes and the recordings (for those who consented to the tape-recorder) for purposes of the transcription on excel. The transcription was more time consuming in the case of the tape-recorder (e.g. spending time for the play back of the recording). My hand written notes which were untidy (taking notes very fast during the interview so as not to miss anything) made the transcription task more difficult and time consuming (trying to figure out some of the words which were not legible and match them with the recordings or link them with the rest of the sentence when a tape-recorder was not used).

-I chased all the interviewees up (on certain occasions they were in meetings or away) so as to provide them with a copy of the transcription for purposes of feedback and later on also so as to provide me with their actual feedback. After reviewing the actual feedback, some corrections were made.

#### 6.2.6 - Duration of the Interviews and Talkative Interviewees

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Duration of the Interviews and Talkative Interviewees

##### Duration of the Interviews and Talkative Interviewees

-the talkative interviewees influenced (to a great extent) the duration of the interviews i.e. when the interviewee was talkative the duration of the interview was long and when the interviewee was not talkative the duration of the interview was not long; the interviewees were talkative by nature or because they found the subject interesting.

Most interviews took longer than expected as most of the interviewees (19/25=76% for the appraiser interviews and 6/10=60% for the preliminary interviews) were talkative either because they found the subject and questions interesting or because they were talkative by nature. These interviewees were elaborating on details and examples unlike a few of the interviewees who were not talkative and were answering briefly, concisely and straight to the point.

The duration of the interviews (see appendix 31) ranged from 1 hr until 3½ hrs for the appraiser interviews and from 1 hr until 2½ hrs for the preliminary interviews.

The most time consuming interviews (2¾ hrs, 3 hrs, 3½ hrs for the appraiser interviews and 2 hrs, 2¼ hrs, 2½ hrs for the preliminary interviews) were granted by interviewees who were indeed very talkative and definitely more talkative than the rest of the interviewees. I was interrupting them when they were elaborating on

irrelevant issues but I could not stop them when the issues were relevant and they were trying to make a point and express themselves. After all, I had to make them feel as comfortable as possible.

The duration (see appendix 31) of the appraiser interviews of talkative interviewees ranged from 1½ hr to 3½ hrs and the duration of the appraiser interviews of non-talkative interviewees ranged from 1 hr to 1½ hrs. The duration of the appraiser interviews of non-talkative interviewees was on average less than the duration of the appraiser interviews of talkative interviewees (the latter being more time consuming).

Even though most of the interviews of talkative interviewees took long (2 hrs, 2¼ hrs, 2½ hrs, 2¾ hrs, 3 hrs, 3½ hrs) and all the interviews of non-talkative interviewees did not take long (1 hr, 1¼ hr, 1½ hr), it cannot be concluded with absolute certainty that the more talkative the interviewee the more the duration of an interview because there were a few interviews of talkative interviewees that did not take long (1½ hr, 1¾ hr). However, it can be concluded to a great extent that the more talkative the interviewee the more the duration of an interview since the interviews which did not follow this pattern were few.

The duration (see appendix 31) of the preliminary interviews of talkative interviewees ranged from 1¾ hr to 2½ hrs and the duration of the preliminary interviews of non-talkative interviewees ranged from 1 hr to 1½ hrs. The duration of the preliminary interviews of non-talkative interviewees was on average less than the duration of the preliminary interviews of talkative interviewees (the latter being more time consuming).

Even though some of the interviews of talkative interviewees took long (2 hrs, 2¼ hrs, 2½ hrs) and all the interviews of non-talkative interviewees did not take long (1 hr, 1¼ hr, 1½ hr), it cannot be concluded with absolute certainty that the more talkative the interviewee the more the duration of an interview because there were a few interviews of talkative interviewees that did not take long (1¾ hr). However, it can be concluded to a great extent that the more talkative the interviewee the more the duration of an interview since the interviews which did not follow this pattern were few.

Obviously, the duration of the interview was underestimated by me. Even though the promised duration (1¼ hr) was that which was indicated by the pilot interviews, I should have added on another ½-¾ hr (i.e. 1¾-2 hrs which was also the actual average duration for the appraiser interviews; the actual average duration for the preliminary interviews was 1¾ hr) so as to cover the possibility of interviewees who might have been talkative by nature or because they found the subject and questions interesting. On the other hand, the indication of 2 hrs would probably scare off the interviewees and affect adversely the response rate. Besides, it would be unreasonable to ask from the interviewees to sacrifice so much of their valuable time.

Despite the above weakness, none of the interviewees complained about the time. When I asked the interviewees if the actual duration of their interview bothered them (those whose actual duration exceeded the estimated duration), they mentioned that even though the interview could have been shorter, they did not mind about the extra time, they enjoyed the interview and they chose to talk extensively (more than usual)

even though not requested because they found the subject and questions interesting. When I asked the interviewees whose actual duration of their interview did not exceed the estimated duration how they found the interview, they answered that it was interesting and pleasant. The interviews which were conducted with talkative interviewees were as informative and constructive and offered as much insight as the interviews which were conducted with non-talkative interviewees.

#### 6.2.7 - Duration of the Interviews and Number of Sessions

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Duration of the Interviews and Number of Sessions

##### Duration of the Interviews and Number of Sessions

-the number of sessions the interviews were conducted in influenced (to a certain extent) the duration of the interviews i.e. when the interview was conducted in more than one session the duration of the interview was long and when the interview was not conducted in more than one session the duration of the interview was not long; the more than one session interviews were mainly caused by the management condition of conducting the interviews after office hours; the duration of the more than one session interviews which were conducted after office hours increased due to the following possible reasons: loss of continuity (more than one session), the interviewees were relaxed and were elaborating and taking their time (after office hours), the interviewees were tired and less productive (in the afternoon).

The duration of the interviews was affected to a certain extent by the number of sessions (see below) that an interview was conducted in.

The duration (see appendix 31) of the one session appraiser interviews ranged from 1 hr to 2¼ hrs and the duration of the more than one session appraiser interviews (affected by the “after office hours” condition) ranged from 1 hr to 3½ hrs. The duration of the one session interviews was on average less than the duration of the more than one session interviews (the latter being more time consuming).

Even though most of the more than one session interviews took long (2 hrs, 2¼ hrs, 2½ hrs, 2¾ hrs, 3 hrs, 3½ hrs) and most of the one session interviews did not take long (1 hr, 1¼ hr, 1½ hr, 1¾ hr), it cannot be concluded with certainty that the more the sessions the more the duration of an interview because there were a few more than one session interviews that did not take long (1 hr, 1½ hr, 1¾ hr) and a few one session interviews that took long (2hrs, 2¼ hrs). However, it can be concluded to a certain extent that the more the sessions the more the duration of an interview since the interviews which did not follow this pattern were few.

All the preliminary interviews (see appendix 31) were conducted in one session (not affected by the “after office hours” condition) except one which was conducted in two sessions and whose duration was 1½ hr (the interview which was conducted in two sessions did not take long but it is a very small sample for drawing any conclusions on). The duration of the one session preliminary interviews ranged from 1 hr to 2½ hrs.

Even though most of the one session interviews did not take long (1 hr, 1¼ hr, 1½ hr, 1¾ hr), it cannot be concluded with certainty that the more the sessions the more the

duration of an interview because there were a few one session interviews that took long (2hrs, 2¼ hrs, 2½ hrs). However, it can be concluded to a certain extent that the fewer the sessions the less the duration of an interview since the interviews which did not follow this pattern were few.

The fact that the preliminary interviews were conducted in one session possibly explains why the duration of the preliminary interviews was on average lower than the appraiser interviews (i.e. the more the sessions the more the duration).

The more than one session interviews were conducted in 2 or 3 sessions and in one case in 7 sessions; the sessions were conducted on different days. When the sessions of an interview were conducted on the same day (not applicable to the preliminary interviews), the interview was considered as one session interview because the time lapse between the sessions was very short.

The interviews were interrupted and conducted in more than one session when there were breaks in telephone communication for interviews conducted via teleconferencing and when the interviewees requested the interruption due to work or personal engagements (the interviews were taking place after office hours according to the Acting Director General's condition).

There were also minor interruptions (applicable to preliminary interviews also) which increased the overall duration of the interviews but they did not stop the interview or lead to another session (on the same or different day). These minor interruptions were the following: colleagues knocking on the door to say hello or goodbye and answering phones. It was mostly the phones of the interviewees which were ringing and they always answered them irrespective if it was an emergency; on a few occasions my phone also rang (in case I forgot to turn it off) but I always asked the callers that I would call them back.

Apart from the argument of "loss of continuity" which shows that the duration of an interview increases as the number of sessions increases (time is wasted on trying to remember what was mentioned during the previous session(s) every time the interview is resumed), another logical argument is the following: the interviewees whose interviews are conducted in more than one session are relaxed, take their time and do not rush to finish the interview (e.g. elaborating on details) since more time is available whereas the interviewees whose interviews are conducted in one session make sure that the interview is completed in one session (e.g. being brief and concise) of a reasonable duration (e.g. less than 2 hours; when an interview is too time consuming the interviewees naturally get tired and cannot concentrate). My experience during the interviews supports the above arguments.

I believe that, if the more than one session interviews (more and shorter sessions) was not an option, the more than one session interviewees would behave in the same manner as the one session interviewees and the duration of their interview would be on average less than the actual. The interviews which were conducted in more than one session were as informative and constructive and offered as much insight as the one session interviews; the only difference was the extra time taken by the interviewees which they afforded and needed for feeling comfortable.



### 6.2.8 - Duration of the Interviews and Time of the Interview

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

#### Duration of the Interviews and Time of the Interview

##### Duration of the Interviews and Time of the Interview

-in some cases the time of the interviews influenced the duration of the interviews but in some cases it did not i.e. when the interview was conducted after office hours the duration of the interview was in some cases long but in some cases it was not and when the interview was not conducted after office hours the duration of the interview was in some cases not long but in some cases it was; the duration of the interviews which were conducted after office hours might have increased possibly because the interviewees were relaxed (after office hours) and that feeling helped them to elaborate and take their time and/or they were tired (in the afternoon) and that feeling made them less productive; however, the duration of the interviews which were conducted after office hours might have decreased possibly because the interviewees were relaxed (after office hours) and that feeling made them productive especially if they were not tired; even though the sample of the interviews which were not conducted after office hours was very small (almost all the interviews were conducted after office hours according to the management condition) and inferences cannot be made, the duration of these interviews might have decreased possibly because the interviewees were not relaxed (during office hours) and that feeling made them not to elaborate and take their time and/or they were not tired (in the morning) and that feeling made them productive (however, the duration of these interviews might have increased possibly because the interviewees were not relaxed and that feeling made them less productive especially if they were tired).

It could not be easily established whether the duration of the interviews was affected by the time that the interviews were conducted (see below) because almost all interviews (23/25=92% for the appraiser interviews and 9/10=90% for the preliminary interviews) were conducted after office hours (due to the condition set by the Acting Director General). Only a couple of appraiser interviews (2/25=8%) were conducted during office hours as it was too difficult for the interviewees to give an interview after office hours; they really wanted to give an interview and they mentioned that they would make up for that time on another occasion. The sessions (part of certain interviews which were conducted after office hours) which were conducted during office hours were treated as after office hours sessions because the sessions were few and short.

The duration of the appraiser interviews (see appendix 31) conducted during office hours ranged from 1 hr to 2 hrs whereas the duration of the appraiser interviews conducted after office hours ranged from 1 hr to 3½ hrs. The average duration of the former interviews was less than the average duration of the latter interviews (the latter being more time consuming).

Even though this result shows that the interviews conducted during office hours are less time consuming than the interviews conducted after office hours, definite conclusions cannot be drawn because the two interviews conducted during office hours are not a sufficient sample. Even though some of the interviews conducted after office hours took long (2 hrs, 2¼ hrs, 2½ hrs, 2¾ hrs, 3 hrs, 3½ hrs) and one interview conducted during office hours did not take long (1 hr), it cannot be concluded with

certainty that when an interview is conducted after office hours its duration increases because there were some interviews conducted after office hours that did not take long (1 hr, 1¼hr, 1½ hr, 1¾ hr) and one interview conducted during office hours that took long (2hrs).

Only one preliminary interview (1/10=10%) was conducted during office hours as it was too difficult for the interviewee to give an interview after office hours; he/she really wanted to give an interview and he/she mentioned that he/she would make up for that time on another occasion.

The duration of the preliminary interview conducted during office hours was 1¾ hr whereas the duration of the preliminary interviews (see appendix 31) conducted after office hours ranged from 1 hr to 2½ hrs. The duration of the former interview was the same as the average duration of the latter interviews.

Even though this result shows that the interviews conducted during office hours are not less time consuming than the interviews conducted after office hours (the duration is not affected by the time of the interview), definite conclusions cannot be drawn because the interview conducted during office hours is not a sufficient sample. Even though some of the interviews conducted after office hours took long (2 hrs, 2¼ hrs, 2½ hrs) and one interview conducted during office hours did not take long (1¾ hr), it cannot be concluded with certainty that when an interview is conducted after office hours its duration increases because there were some interviews conducted after office hours that did not take long (1 hr, 1¼hr, 1½ hr, 1¾ hr).

However, a logical argument which supports the relationship of the duration of the interviews with the time of the interview (i.e. the duration increases when the interview is conducted after office hours) is the following: the interviewees who have their interview during office hours make sure that they do not spend much time because of work commitments whereas the interviewees who have their interview after office hours spend more time because they are more relaxed and take their time since there are no work commitments to make them feel short of time. In addition, the latter interviewees take more time because in the afternoon people naturally become less productive and alert especially if their day at work was difficult and tiring. My experience during the interviews supports the above argument.

I believe that if all the interviews were conducted during office hours they would have been less time consuming. The interviews which were conducted after office hours were as informative and constructive and offered as much insight as the interviews which were conducted during office hours.

#### 6.2.9 - Duration of the Interviews and Place of the Interview

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Duration of the Interviews and Place of the Interview

##### Duration of the Interviews and Place of the Interview

-in some cases the place of the interviews influenced the duration of the interviews but in some cases it did not i.e. when the interview was conducted at the interviewer's office (instead of the interviewee's office or via teleconferencing) the duration of the interview was in some cases long but in some cases it was not and when the interview

was not conducted at the interviewer's office (but at the interviewee's office or via teleconferencing) the duration of the interview was in some cases not long but in some cases it was; the interviewer's office might have increased the duration of the interviews possibly because the interviewees were not feeling very comfortable and that feeling made them less productive (in the case of the interviewee's office and teleconferencing the interviewees were feeling comfortable and that feeling helped them to elaborate and take their time); however, the interviewer's office might have decreased the duration of the interviews possibly because the interviewees were not feeling very comfortable and that feeling made them not to elaborate and not to take their time (in the case of the interviewee's office and teleconferencing the interviewees were feeling comfortable and that feeling made them productive).

It could not be established with certainty whether the duration of the interviews was affected by the place of the interviews (see below).

The duration of the appraiser interviews (see appendix 31) conducted at my office ranged from 1½ hr to 3½ hrs, the duration of the appraiser interviews conducted at interviewees' offices ranged from 1¼ hr to 2¼ hrs and the duration of the appraiser interviews conducted via teleconferencing ranged from 1 hr to 3hrs.

The teleconferencing interviews were conducted with interviewees who were based in other cities or abroad and it was not practical to have a face-to-face interview (according to interviewees' preferences). In addition, a couple of interviewees who were based at the headquarters requested the use of the telephone for convenience purposes.

The average duration of the interviews conducted at interviewees' offices was less than the average duration of the interviews conducted via teleconferencing and of the interviews conducted at my office (the latter being more time consuming). This result shows that the interviews conducted at interviewees' offices are less time consuming than the interviews conducted via teleconferencing and the interviews conducted at the interviewer's office, possibly because the former interviewees feel more comfortable in their own office and are therefore more productive and take less time. However, definite conclusions cannot be drawn because even though the teleconferencing interviewees feel as comfortable (at their office or at home) as the former interviewees, the average duration of the interviews of the teleconferencing interviewees was higher than that of the former interviewees (this case is possibly supported by the following counter argument: the more comfortable and relaxed you feel the more time you take).

Even though some interviews conducted at my office took long (2 hrs, 2¼ hrs, 3½ hrs), a few interviews conducted via teleconferencing did not take long (1hr) and some interviews conducted at interviewees' offices did not take long (1¼ hr, 1½ hr), it cannot be concluded with certainty that when an interview is conducted at the interviewer's office its duration increases because there were some interviews conducted at my office that did not take long (1½ hr, 1¾ hr), some interviews conducted via teleconferencing that took long (2hrs, 2½ hrs, 2¾ hrs, 3 hrs) and a few interviews conducted at interviewees' offices that took long (2 hrs, 2¼ hrs).

The duration of the preliminary interviews (see appendix 31) conducted at my office ranged from 1 hr to 2½ hrs, the duration of the preliminary interview conducted at the interviewee's office was 1¼ hr and the duration of the preliminary interview conducted at my department's conference room was 1¾ hr. There were no interviews which were conducted via teleconferencing (the place of the interview was set according to interviewees' preferences).

The duration of the interview conducted at the interviewee's office was less than the duration of the interview conducted at my department's conference room and the average duration of the interviews conducted at my office (the latter being more time consuming). This result shows that the interviews conducted at interviewees' offices are less time consuming than the interviews conducted at an independent place and the interviews conducted at the interviewer's office, possibly because the former interviewees feel more comfortable in their own office and are therefore more productive and take less time. However, definite conclusions cannot be drawn because the interview conducted at the interviewee's office and the interview conducted at my department's conference room are not sufficient samples.

Even though some interviews conducted at my office took long (2 hrs, 2¼ hrs, 2½ hrs) and one interview conducted at the interviewee's office did not take long (1¼ hr), it cannot be concluded with certainty that when an interview is conducted at the interviewer's office its duration increases because there were some interviews conducted at my office that did not take long (1 hr, 1½ hr, 1¾ hr) and one interview conducted at my department's conference room that did not take long (1¾ hr).

According to my experience during the interviews, it could not be established if the interviewees actually felt more comfortable in their own office, if the interviewees were taking more time because they were feeling comfortable (and vice versa) or if the interviewees were taking less time because they were feeling comfortable (and vice versa). The interviews which were conducted at my office were as informative and constructive and offered as much insight as the interviews which were conducted at interviewees' offices, at my department's conference room and via teleconferencing.

#### 6.2.10 - Duration of the Interviews and Use of the Tape-Recorder

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Duration of the Interviews and Use of the Tape-Recorder

##### Duration of the Interviews and Use of the Tape-Recorder

-in some cases the tape-recorder influenced the duration of the interviews but in some cases it did not i.e. when the tape-recorder was used the duration of the interview was in some cases not long but in some cases it was and when the tape-recorder was not used the duration of the interview was in some cases long but in some cases it was not; the tape-recorder might have decreased the duration of the interviews possibly because the interviewees were not feeling very comfortable and that feeling made them not to elaborate and take their time (in the case of the interviews which were conducted without the tape-recorder the interviewees were feeling comfortable and that feeling made them productive); however, the tape-recorder might have increased the duration of the interviews possibly because the interviewees were not feeling very comfortable and that feeling made them less productive (in the case of the interviews

which were conducted without the tape-recorder the interviewees were feeling comfortable and that feeling helped them to elaborate and take their time).

It could not be established with certainty whether the duration of the interviews was affected by the use of the tape-recorder (see below).

The duration of the appraiser interviews (see appendix 31) conducted with the tape-recorder ranged from 1¼ hr to 2¼ hrs and the duration of the appraiser interviews conducted without the tape-recorder ranged from 1 hr to 3½ hrs.

The tape-recorder was not used for the interviews conducted via teleconferencing (7/25=28%) because I could not connect the tape-recorder to the phone. I do not know if the teleconferencing interviewees would have consented to the use of the tape-recorder but I believe that some of them would not mind.

The average duration of the interviews conducted with the tape-recorder was less than the average duration of the interviews conducted without the tape-recorder (the latter being more time consuming). This result shows that the interviews conducted with the tape-recorder are less time consuming than the interviews conducted without the tape-recorder, possibly because the latter interviewees feel more comfortable without the tape-recorder and elaborate on different issues to a greater extent than what they would if the tape-recorder was used thus taking more time.

However, it cannot be concluded with certainty that when an interview is conducted with the tape-recorder its duration decreases because even though some interviews conducted with the tape-recorder did not take long (1¼ hr, 1½ hr, 1¾ hr) and some interviews conducted without the tape-recorder took long (2 hrs, 2¼ hrs, 2½ hrs, 2¾ hr, 3 hrs, 3½ hrs), there were few interviews conducted with the tape-recorder that took long (2hrs, 2¼ hrs) and few interviews conducted without the tape-recorder that did not take long (1 hr, 1¼ hr, 1½ hr).

The duration of the preliminary interviews (see appendix 31) conducted with the tape-recorder ranged from 1½ hr to 2½ hrs and the duration of the preliminary interviews conducted without the tape-recorder ranged from 1 hr to 1¾ hr.

The average duration of the interviews conducted with the tape-recorder was higher than the average duration of the interviews conducted without the tape-recorder (the latter being less time consuming). This result shows that the interviews conducted with the tape-recorder are more time consuming than the interviews conducted without the tape-recorder.

Even though the interviews conducted without the tape-recorder did not take long (1 hr, 1¼ hr, 1½ hr, 1¾ hr) and few interviews conducted with the tape-recorder took long (2hrs, 2¼ hrs, 2½ hrs), it cannot be concluded with certainty that when an interview is conducted with the tape-recorder its duration increases because there were few interviews conducted with the tape-recorder that did not take long (1½ hr, 1¾ hr); in addition, the sample of the preliminary interviews was smaller than the sample of the appraiser interviews and the result of the appraiser interviews is not consistent with the result of the preliminary interviews.

According to my experience during the interviews, it could not be established if the interviewees actually felt more comfortable without the tape-recorder (and vice versa) or if the interviewees were taking more time because they were feeling comfortable without the tape-recorder (and vice versa). The interviews which were conducted with the tape-recorder were as informative and constructive and offered as much insight as the interviews which were conducted without the tape-recorder.

The tape-recorder did not affect the type or length of my notes during the interviews as I was taking notes for everything that was mentioned (the same approach was followed when the tape-recorder was not used). Even though everything was recorded and I could have taken my notes later, I did not stop taking notes because this approach was safer in case the tape-recorder malfunctioned and was saving me time for the transcription stage. Therefore, the duration of the interviews was not affected by the tape-recorder and my notes during the interviews as my notes were the same in both cases (with or without a tape-recorder). In addition and in general, the duration of the interviews was not affected by my notes because I was not asking the interviewees to pause or talk slowly until I took my notes (it was not necessary as I write very fast).

#### 6.2.11 - Duration of the Interviews and Review of the Questions and Preparation for the Interview

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

Duration of the Interviews and Review of the Questions and Preparation for the Interview

#### Duration of the Interviews and Review of the Questions and Preparation for the Interview

-in some cases the review of the questions and the preparation for the interview influenced the duration of the interviews but in some cases it did not i.e. when the interviewee reviewed the questions and prepared for the interview the duration of the interview was in some cases not long but in some cases it was and when the interviewee did not review the questions and prepare for the interview the duration of the interview was in some cases long but in some cases it was not; the review of the questions and the preparation for the interview might have decreased the duration of the interviews possibly because less time was spent by the interviewer to explain the questions and by the interviewees to understand and answer the questions (since they thought about the questions and their answers); in the case of the interviewees who did not review the questions and prepare for the interview, the duration of the interviews might have decreased possibly because less time was spent by the interviewees to ask questions (since they did not think about the questions) and answer the questions (since they did not think about their answers) and by the interviewer to answer the interviewees' questions; however, the review of the questions and the preparation for the interview might have increased the duration of the interviews possibly because more time was spent by the interviewees to ask questions (since they thought about the questions) and answer the questions (since they thought about their answers) and by the interviewer to answer the interviewees' questions; in the case of the interviewees who did not review the questions and prepare for the interview, the duration of the interviews might have increased possibly because more time was spent by the interviewer to explain the questions and by the interviewees to understand and answer the questions (since they did not think about

the questions and their answers).

It could not be established with certainty whether the duration of the interviews was affected by the review of the questions and preparation for the interview by the interviewees (see below).

The duration of the appraiser interviews (see appendix 31) conducted with interviewees who reviewed the questions and prepared for the interview ranged from 1 hr to 2¾ hrs and the duration of the appraiser interviews conducted with interviewees who did not review the questions and prepare for the interview ranged from 1 hr to 3½ hrs.

The average duration of the interviews conducted with interviewees who reviewed the questions and prepared was less than the average duration of the interviews conducted with interviewees who did not review the questions and prepare (the latter being more time consuming). This result shows that the interviews conducted with interviewees who review the questions and prepare are less time consuming than the interviews conducted with interviewees who do not review the questions and prepare, possibly because in the former case less time is spent by the interviewer on explaining the questions and by the interviewee on understanding the questions and thinking about the answers.

However, it cannot be concluded with certainty that when the interviewee reviews the questions and prepares for the interview the duration of the interview decreases because even though some interviews conducted with interviewees who reviewed the questions and prepared did not take long (1 hr, 1¼ hr, 1½ hr, 1¾ hr) and some interviews conducted with interviewees who did not review the questions and prepare took long (2 hrs, 2¼ hrs, 3 hrs, 3½ hrs), there were few interviews conducted with interviewees who reviewed the questions and prepared that took long (2hrs, 2¼ hrs, 2½ hrs, 2¾ hrs) and few interviews conducted with interviewees who did not review the questions and prepare that did not take long (1 hr, 1½ hr).

The duration of the preliminary interviews (see appendix 31) conducted with interviewees who reviewed the questions and prepared for the interview ranged from 1 hr to 2½ hrs and the duration of the preliminary interview conducted with an interviewee who did not review the questions and prepare for the interview was 1½ hr.

The average duration of the interviews conducted with interviewees who reviewed the questions and prepared was higher than the average duration of the interview conducted with an interviewee who did not review the questions and prepare (the latter being less time consuming). This result shows that the interviews conducted with interviewees who review the questions and prepare are more time consuming than the interviews conducted with interviewees who do not review the questions and prepare.

Even though few interviews conducted with interviewees who reviewed the questions and prepared took long (2hrs, 2¼ hrs, 2½ hrs) and one interview conducted with an interviewee who did not review the questions and prepare did not take long (1½ hr), it cannot be concluded with certainty that when the interviewee reviews the questions and prepares for the interview the duration of the interview increases because there

were some interviews conducted with interviewees who reviewed the questions and prepared that did not take long (1 hr, 1¼ hr, 1½ hr, 1¾ hr); in addition, the sample of the preliminary interviews was smaller than the sample of the appraiser interviews and the result of the appraiser interviews is not consistent with the result of the preliminary interviews.

The above findings possibly indicate that the duration of an interview is mainly affected by how talkative an interviewee is rather than by the review of the questions and preparation for the interview by the interviewee. The review of the questions and preparation for the interview leads to a constructive interview in terms of obtaining a lot of information from the interviewee but possibly it does not in terms of time since a talkative interviewee (either by nature or because he/she finds the issues interesting) usually spends a lot of time irrespective of how prepared he/she is (actually it could be argued that the more prepared he/she is the more time he/she spends). In addition, the review of the questions and preparation for the interview does not always decrease the duration of the interview since it is very common for the interviewer to spend time on explaining the parts of the questions which were not well understood by the interviewee (irrespective of how prepared an interviewee is) and the interviewee to spend time on reconsidering the question and revising the answer that he/she was prepared to give. Irrespective of the time that is spent, I believe that when the interviewees are provided with the questions in advance for purposes of preparation always helps (at least for the interviewees who have the time to prepare).

My experience during the interviews supports the above arguments.

Experience during the appraiser interviews:

-2 out of the 6 non-talkative interviewees did not review the questions and prepare and their interviews did not take long (1 hr, 1½ hr) simply because they were not talkative

-4 out of the 6 non-talkative interviewees reviewed the questions and prepared and their interviews did not take long (1 hr, 1¼ hr, 1½ hr) not only because they reviewed the questions and prepared but also because they were not talkative

-7 out of the 19 talkative interviewees reviewed the questions and prepared and their interviews did not take long (1½ hr, 1¾ hr) because they reviewed the questions and prepared

-4 out of the 19 talkative interviewees reviewed the questions and prepared and their interviews took long (2 hrs, 2¼ hrs, 2½ hrs, 2¾ hrs) simply because they were talkative

-8 out of the 19 talkative interviewees did not review the questions and prepare and their interviews took long (2 hrs, 2¼ hrs, 3 hrs, 3½ hrs) not only because they did not review the questions and prepare but also because they were talkative.

Experience during the preliminary interviews:

-1 out of the 4 non-talkative interviewees did not review the questions and prepare and his/her interview did not take long (1½ hr) simply because he/she was not talkative

-3 out of the 4 non-talkative interviewees reviewed the questions and prepared and their interviews did not take long (1 hr, 1¼ hr, 1½ hr) not only because they reviewed the questions and prepared but also because they were not talkative

-3 out of the 6 talkative interviewees reviewed the questions and prepared and their interviews did not take long (1¾ hr) because they reviewed the questions and prepared



-3 out of the 6 talkative interviewees reviewed the questions and prepared and their interviews took long (2 hrs, 2¼ hrs, 2½ hrs) simply because they were talkative.

The interviews which were conducted with interviewees who reviewed the questions and prepared were as informative and constructive and offered as much insight as the interviews which were conducted with interviewees who did not review the questions and prepare.

### **6.3 - Questionnaire**

#### 6.3.1 - Population Under Investigation

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Population Under Investigation (Questionnaire)

<p><u>Population Under Investigation (Questionnaire)</u></p> <ul style="list-style-type: none"><li>-the valid population under investigation consisted of the following: all the employees at the time of distributing the questionnaire (2011) who had sufficient appraisee experience (they were appraised at least once); all the employees are appraised (appraisees) under the current official PAS apart from the Director General</li><li>-the valid population under investigation also included the Acting Director General because of his previous appraisee experience</li><li>-my subordinates were not excluded from the valid population under investigation for purposes of statistical significance</li><li>-the valid population under investigation did not include the following: me, an employee who was on secondment in the government, the non-permanent employees</li><li>-the employee who was on secondment in the government was not appraised under the current official PAS of CTO but under the official PAS of the government</li><li>-the non-permanent employees were not appraised under the current official PAS but under another unofficial system.</li></ul>
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The valid population under investigation was 218 appraisees and consisted of all the appraisees who had an appraisee experience of at least 6 months (i.e. they were appraised at least once) at the time that the questionnaire was distributed (i.e. November 2011). Some appraisees (those who had many years of service at CTO) had more experience than others (a few of them were still under probation) as they were appraised for more years and by more appraisers. The non-valid population under investigation was 225 appraisees and consisted of all the appraisees at the time that the questionnaire was distributed (i.e. November 2011) irrespective of their appraisee experience. The 7 appraisees who had insufficient appraisee experience were not included in the valid population under investigation and I did not send them the covering letter, the consent form or the questionnaire as they could not express an opinion on the current PAS from the capacity of the appraisee (they were never appraised before). The appraisees with insufficient appraisee experience were 7 employees who were employed in May and September 2011 and were not appraised before.

The valid and non-valid population under investigation did not include the appraisees who were in service during 2011 and they retired or resigned before I distributed the questionnaire. In addition, they did not include an employee of CTO who was on

secondment in one of the Ministries for purposes of leading a special project and who was appraised by his/her superiors at the Ministry. Even though the PAS of the government is the same as the one employed at CTO and even though the employee had an experience and knowledge of the PAS of CTO that he/she acquired before his/her secondment, his recent experience and knowledge and in consequence his/her opinion would be based on his/her recent appraisals which were conducted in an environment which my project was not examining. Furthermore, they did not include me even though I was part of the valid population because it was not possible to ask for the opinion of myself; my opinion is already documented in my project report; my opinion is more informed than the rest of the population since it is expressed from the capacity of the researcher who has studied the subject well and conducted research about it.

The valid population under investigation included the Acting Director General and the Head of Personnel/Administration Department not only because they acted in the capacity of the appraisee but also because the position they held enabled them to have more informed knowledge about the PAS than other appraisees (enhancing the insight gained from the questionnaire with their knowledge). According to the regulations of the current PAS, the Director General who is on top of the hierarchy is not appraised by anyone and he/she acts only in the capacity of the appraiser (he/she cannot appraise himself/herself). This provision is also applicable to the Acting Director General even though he/she is acting in the capacity of the Director General only temporarily. Despite this provision, the Acting Director General was included the valid population under investigation because of his long appraisee experience that was acquired prior to his appointment in the position of the Acting Director General.

The valid population under investigation included only 8 employees/appraisees from the 81 employees who were based abroad because they were the only permanent employees at the time that the questionnaire was distributed (i.e. November 2011). The non-permanent employees are not appraised under the current official PAS. The current official PAS applies only to the appraisers and appraisees who are permanent employees (Cypriots only). The permanent employees are the only employees who are entitled to a promotion since promotions are inter-linked with the current official PAS (the permanent employees are also entitled to other benefits which the non-permanent employees are not entitled to).

All the non-permanent employees (Cypriots or foreigners who are employed on the basis of a contract for a predefined period of time which is renewed if the employer and employee agree to that) are unofficially appraised (which is better than nothing) by their superiors under another appraisal system for purposes of renewing their employment contracts (using a similar appraisal report as the one under the current official PAS). This unofficial appraisal system was suspended for a certain period of time in the past but it was recently put back in operation.

Some of the non-permanent employees are based at the offices abroad (73 employees in 2011) and some in Cyprus (20 employees in 2011 at the headquarters or in other cities). Some of them carry out the same tasks as the permanent employees and some of them carry out ancillary tasks e.g. messengers, cleaners, receptionists/ telephone operators, warehouse officers etc. Some messengers are permanent employees but they were considered as non-permanent employees not only because they were few (10 employees) but also because their job and performance are very different from the

rest of the permanent employees e.g. collecting and delivering documents/items/etc., locking the offices and turning off the lights after everybody leaves.

The project was examining the effectiveness of the current official PAS by obtaining the views of the permanent employees who were using it from the capacity of the appraiser or the appraisee. I could not ask for the opinion of the non-permanent employees as they were not part of the current official PAS and they did not have an experience with it; the only experience they had was with an unofficial appraisal system which the project was not examining. Their views about appraisals in general would probably support the views of the permanent employees who were using the current official PAS and they would have added extra statistical significance to the project but such type of investigation was not envisaged to take place (beyond the project's scope) as it would make the project even more complicated and time consuming (the time limit of the project would be exceeded by far).

When I updated the Acting Director General about the distribution of the questionnaire, he suggested that I excluded my subordinates from the sample of respondents. I explained again that I could not do that as my subordinates had to participate (from their capacity as appraisees) because of the statistical significance that was necessary (the total population was not too large; minimising non-response bias).

#### 6.3.2 - Content, Structure and Format of the Questionnaire

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Content, Structure and Format of the Questionnaire

##### Content, Structure and Format of the Questionnaire

-the questions of the questionnaire were informed by the questions of the appraiser and preliminary interviews: all the questions of the interviews were repeated in the questionnaire apart from the "why/how" questions which were not necessary since the questionnaire was used mainly for purposes of statistical significance rather than in-depth understanding; the interviews were used mainly for purposes of in-depth understanding as they are considered to be suitable for this purpose (and more suitable than the questionnaire)

-before the pilot of the 1<sup>st</sup> version (see below), I completed the questionnaire not only for purposes of timing the duration of completion but also for purposes of performing consistency checks on the questions and practising the SPSS by running some statistical tests

-there were three different versions for the questionnaire and they were drafted as follows: the 1<sup>st</sup> version was used for the 1<sup>st</sup> pilot, the 2<sup>nd</sup> version was drafted on the basis of the results of the 1<sup>st</sup> pilot and it was used for the 2<sup>nd</sup> pilot, the 3<sup>rd</sup> version (final) was drafted on the basis of the results of the 2<sup>nd</sup> pilot and it was used for the 3<sup>rd</sup> pilot; the 3<sup>rd</sup> version was also the final version which was circulated

-the above activities were necessary because through them the following were achieved: the completion of the questionnaire was of a reasonable duration, the questions were making sense and they would not make the prospective respondents feel uncomfortable (they were not offensive, annoying or stressful), the questions were presented as clearly, accurately and simply as possible and instructions, definitions and clarifications were provided so as to enhance the prospective respondents' understanding who were not very familiar with the subject of performance appraisals.

The first draft questionnaire that I produced included all the questions of the first draft interview checklist but then I realised that it was going to be a longwinded questionnaire. Therefore, I decided to delete the less important questions in the same way that I did for the interview checklist.

There was an effort in producing a comprehensive questionnaire but of reasonable length for the same reasons that the short and comprehensive interview checklist was prepared. That is why the same questions that were asked during the interviews were also asked during the questionnaire. This was also necessary because, apart from obtaining new insights, the questionnaire would be used for purposes of statistical significance i.e. corroborating the findings of the interviews.

The parts of the questions which referred to the “why/how” and were included in the interview checklist were not included in the questionnaire not only because the questionnaire was aiming mostly at statistical significance but also because this type of in-depth information was obtained during the interviews.

The compound questions (referring to more than one issue/factor) in the interview checklist were also included in the questionnaire but they were broken down in more than one question/statement for purposes of clarity and accuracy i.e. the respondents would answer accurately, easily and quickly and when I would be analysing the findings I would not have to guess which issue/factor they meant. This was not necessary during the interviews because their interactive nature allowed me to obtain accurate information from both the simple and compound questions.

When I was drafting the 1<sup>st</sup> version of the questionnaire, I spent some time before deciding how to present the closed-ended questions (extent of agreement, effect on performance and degree of significance). The advantages and disadvantages of the three options that I had in mind are explained below. There is also an explanation as to why the third option was finally adopted:

-first option: extent of agreement, effect on performance and degree of significance in the same part of the questionnaire: the questionnaire was short (few pages) and repetition was avoided as the questions were asked only once but the three scales could not fit on one page and it would have been difficult, unpleasant, tiring and time consuming because the respondents would have to keep changing their thinking mode i.e. for every statement they would have to think first about “agreement”, then about “performance” and finally about “significance”; in other words, the completion of this part of the questionnaire would require from the respondents to change their thinking mode about 90 times ( $30 \times 3 = 90$ : total number of statements \* number of thinking modes for each statement)

-second option: extent of agreement, effect on performance and degree of significance in separate parts of the questionnaire: it would have been clear (only one scale), easy, pleasant and not tiring or time consuming because the respondents would not have to keep changing their thinking mode but the questionnaire was long (many pages) and there was repetition as the questions were asked three times

-third option: extent of agreement and effect on performance in the same part of the questionnaire and degree of significance in another part of the questionnaire: a half-way solution so as to maximise the advantages and minimise the disadvantages of the two previous options, the degree of significance could easily be kept in another part of the questionnaire unlike the effect on performance i.e. the effect on performance was directly related to the current situation as indicated by the extent of agreement and if it was kept in another part then the extent of agreement would have to be repeated; the

degree of significance (positive statements) could be rephrased and kept in another part without having to repeat the extent of agreement (combination of positive and negative statements) because it was not directly related to the current situation (combination of positive and negative statements) but to the factors of an effective PAS instead (positive statements).

Before piloting the 1<sup>st</sup> version of the questionnaire, I completed the questionnaire not only for purposes of timing the duration of completion but also for purposes of performing consistency checks on the questions and practising the SPSS by running some statistical tests (see below). The above tasks were executed through 6 test cases which represented 6 different types of respondents (see below). There was no need to repeat the above tasks for the 2<sup>nd</sup> and 3<sup>rd</sup> versions of the questionnaire because the corresponding pilots would guide me both on the duration of completion and the logical consistency of the questions. The statistical analysis which was performed for the 1<sup>st</sup> version was sufficient for purposes of practising the SPSS because the data set which was analysed was bigger than that of the 2<sup>nd</sup> and 3<sup>rd</sup> versions (the questions for the latter versions were simpler and less than the former version). The latter versions did not offer any new statistical tests and any statistical analysis that would be performed would not add any value since I would only be repeating the same exercise (even if I used the data from the pilots); there was no point in repeating the same exercise especially in light of the fact that the data entry in the SPSS is a time consuming process.

The average duration of completion was approximately 30 minutes. However, the average duration of the 6 test cases was only a rough indication of the actual duration. It was not representative of the actual duration because I prepared the questionnaire and I knew the subject well. In fact, the results of the 1<sup>st</sup> pilot showed that the actual duration was well in excess of 30 minutes.

The questions and answers were checked for logical consistency and no inconsistencies were observed.

The answers for the test cases of the 6 different types of respondents are summarised below:

-the respondent's performance was reduced because the factors of an effective PAS did not exist (the current PAS was ineffective); the respondent believed that the factors of an effective PAS were significant; the respondent supervised other people but did not appraise them and he/she was appraised by people who did not supervise him/her; random demographic features

-there was no effect on the respondent's performance even though the factors of an effective PAS did not exist (the current PAS was ineffective); the respondent believed that the factors of an effective PAS were significant; the respondent supervised other people but did not appraise them and he/she was appraised by people who did not supervise him/her; random demographic features

-the respondent did not know the effect on his/her performance even though the factors of an effective PAS did not exist (the current PAS was ineffective); the respondent believed that the factors of an effective PAS were significant; the respondent did not supervise or appraise other people and he/she was appraised by people who did not supervise him/her; random demographic features

-the respondent's performance was enhanced because the factors of an effective PAS existed (the current PAS was effective); the respondent believed that the factors of an effective PAS were significant; the respondent supervised other people and appraised

them and he/she was appraised by people who supervised him/her; random demographic features

-there was no effect on the respondent's performance even though the factors of an effective PAS existed (the current PAS was effective); the respondent believed that the factors of an effective PAS were significant; the respondent supervised other people and appraised them and he/she was appraised by people who supervised him/her; random demographic features

-the respondent did not know the effect on his/her performance even though the factors of an effective PAS existed (the current PAS was effective); the respondent believed that the factors of an effective PAS were significant; the respondent did not supervise or appraise other people and he/she was appraised by people who supervised him/her; random demographic features.

At that stage, there was no need to perform complicated statistical tests like regression analysis, 2\*2 or 3\*3 tables, etc. (which can be easily performed once the data are entered) because the actual statistical results of the test cases were not relevant. At that stage, it was more relevant and important to practise the SPSS i.e. to make sure that I could set up the template, code the variables, enter the data and run some statistical tests. I could have downloaded the SPSS from the university library but for purposes of convenience I borrowed the SPSS from a friend who also guided me on how to use it. The statistical analysis which was performed for the test cases is the following:

-frequencies (inc. percentages, valid percentages and cumulative percentages): all the agreement/disagreement statements, the effect on performance statements, the significance/insignificance statements, the preferred assessment methods question, the question on the effect on performance of the current assessment method, the appraisal/supervision status questions and the demographic features questions  
-cross tables (1\*1): some agreement/disagreement statements against the corresponding effect on performance statements, some agreement/disagreement statements (same as the previous table) against the corresponding significance/insignificance statements, some effect on performance statements (same as the previous table) against the corresponding significance/insignificance statements (same as the previous table), all the preferred assessment methods against all the demographic features, the effect on performance of the current assessment method against all the demographic features, some agreement/disagreement statements (same as the previous table) against all the appraisal/supervision questions, some agreement/disagreement statements (same as the previous table) against all the demographic features, some effect on performance statements (same as the previous table) against all the demographic features and some significance/insignificance statements (same as the previous table) against all the demographic features.

The content and structure of the 1<sup>st</sup> version (1<sup>st</sup> pilot) of the questionnaire are explained in detail in appendix 32.

The content and structure of the 2<sup>nd</sup> version (2<sup>nd</sup> pilot) of the questionnaire are explained in detail in appendix 33.

The content and structure of the 3<sup>rd</sup> and final version (3<sup>rd</sup> pilot) of the questionnaire are explained in detail below:

All the themes/issues that were included in the interview checklists were also included in the questionnaire. These themes/issues are the following:

- the PAS and the enhancement of performance
- the PAS and the enhancement of motivation, job satisfaction, commitment, ownership and responsibility
- changing the PAS
- setting and agreeing goals, “smart” goals, goals which are consistent with organisational goals and facilitation for achievement of goals
- measurement of performance and feasibility of measurement
- suitability of appraisal teams
- assessment on the basis of performance and/or personality
- feedback, progress monitoring, action plans, coaching, continuous communication and relationship between the appraiser and the appraisee
- appraisal interviews
- appraisal skills and knowledge for the appraisers (inc. appraisal training)
- appraisal education for the appraisees
- performance related pay
- recognition (inc. motivation for performance improvement)
- monetary and non-monetary rewards
- non-distortion of ratings
- appeals examination by the appraisal team and/or other independent persons
- assessment methods.

Instructions for completing the questionnaire (cover page): some of the points which were mentioned in the covering letter were repeated in the general instructions so as to remind the respondents about them before completing the questionnaire. These points are the following:

- purpose of the questionnaire
- date of returning the questionnaire
- the number of parts of the questionnaire
- completion time
- the respondents’ personal opinion mattered and their views were an invaluable contribution for the improvement of the PAS
- there were no right or wrong answers
- honesty for purposes of obtaining the true picture of the PAS (and whether it should change and how the change should be brought about)
- the responses were anonymous, confidentiality was important and it would be respected and the research findings would be aggregated so that individual responses would not be identified
- contact in case of queries
- instructions on how to return the completed questionnaire and the signed consent form (arrangements for safeguarding anonymity)
- thank you note.

Part i: agreement/disagreement statements (closed-ended questions):

-instructions: the respondents were asked to answer each of the statements by circling the number that represented their opinion

-agreement/disagreement statements (closed-ended questions): 51 statements referring to the factors of an effective PAS which improved performance (belief

statements=significance of the factors) as well as the current situation that existed at CTO in relation to those factors (current situation statements=effectiveness of the current PAS). The respondents were asked to indicate the extent of their agreement or disagreement by using the 5-point scale provided (Likert scale: agree strongly, agree, neutral/don't know, disagree, disagree strongly).

There were 2 statements (part of the 51 statements) which were referring to the overall effect on performance (“I believe that a PAS can enhance performance” and “The current PAS of CTO enhances my performance”) and 4 statements which were also referring to the overall effect on performance but in an indirect way (“I believe that a PAS can help in the creation of motivation, job satisfaction, ownership, responsibility and commitment”, “The current PAS of CTO helps in the creation of motivation, job satisfaction, ownership, responsibility and commitment”, “I believe that a PAS should be dynamic and change whenever it is necessary to improve organisational and individual performance” and “The current PAS of CTO does not need to change for purposes of improving organisational and individual performance”). These statements (“performance specific” statements) indicated the overall effect on performance but could not indicate how performance was affected by the rest of the current situation and belief statements (“performance related” statements).

Statements referring to the effect on performance for the rest of the current situation and belief statements were not included because the effect on performance for the “performance related” statements could be ascertained through an alternative way. An explanation on how the respondents’ performance was affected by the current situation statements (effectiveness of the current PAS) and the belief statements (significance of the factors of an effective PAS) is shown under the relevant subsection (see later on) and in appendix 34. The effect on performance was ascertained with the use of “if statements” which covered all the possible responses on effectiveness and significance. This approach was adopted because the pilots showed that the respondents were not spending the time to indicate or specify how their performance was affected by each factor of an effective PAS and each aspect of the current situation/PAS. This approach also minimised the completion time since the respondents did not have to spend time on thinking about the effect on their performance.

For every factor of an effective PAS there was a “beliefs/preferences/needs” statement and a “current situation” statement. However, the “current situation” statements (22 +1neutral-see below) were fewer than the “beliefs/preferences/needs” statements (28+1neutral-see below) because in certain cases the “current situation” statements were unnecessary e.g. for certain factors the current situation was known and was the same for all respondents; therefore, there was no need to ask for the obvious. These cases were the following:

- the appraisal interviews were not conducted (there was not an official interview procedure but some appraisers and appraisees might have had an informal ad hoc discussion before the appraisal)
- the appraisees were not educated about performance appraisals
- the performance related pay was not employed at CTO
- the appeals were examined by the appraisal team without the participation of independent persons (a clarification was also provided for reminding the respondents about it)



-the belief on whether recognition motivated performance improvement could not be an indication of a situation or the current situation; it was a general belief which indicated how recognition affected performance and which was applicable to all situations (the statement which was referring to the recognition of the respondents was part of the current situation statements because it was an indication of the current situation).

One of the statements (which referred to the feasibility of measurement) was neutral because feasibility of measurement is a work aspect which determines the nature of work but not the effectiveness of the PAS or the belief in measurement. Feasibility of measurement is affected by the situation/nature of work but not by the situation of the PAS or the belief in measurement. However, it is informative in terms of deciding whether measurement is significant and can be part of an effective PAS. Even though there is usually a tendency to believe that work should be measured when it can be measured and vice versa, there was no need to use the statement on feasibility of measurement for determining whether the respondents believed in measurement as there was a “beliefs/preferences/needs” statement which referred specifically to the respondents’ belief in measurement (the response to the latter statement was more accurate in relation to the respondents’ belief in measurement). Even though there is usually a tendency to measure work when it can be measured and vice versa, there was no need to use the statement on feasibility of measurement for determining whether the respondents’ work was measured as there was a “current situation” statement which referred specifically to the measurement of the respondents’ work (the response to the latter statement was more accurate in relation to the measurement of the respondents’ work).

For purposes of simplicity, speed and ease of completion, each “current situation” statement followed the corresponding “beliefs/preferences/needs” statement. It is easier for the human brain to first reflect on the beliefs/preferences/needs and then to reflect on whether those beliefs/preferences/needs are fulfilled by the current situation. It is also easier to reflect on one belief/aspect every time i.e. to reflect on the beliefs/preferences/needs and the current situation for each of the factors instead of all of the beliefs/preferences/needs (for all of the factors) and then all of the current situation aspects (for all of the factors).

The “current situation” statements (referring specifically to the current situation in relation to the factors) were more personal than the “beliefs/preferences/needs” statements (referring to the factors in general) as the former statements referred to the personal circumstances of the respondents. For purposes of clarity, the “current situation” statements contained words such as the following: “me”, “my appraiser”, “my performance”, “current”, “currently”, “the current PAS” whereas the “beliefs/preferences/needs” statements contained words such as the following: “the appraisee”, “the appraiser”, “the appraisee’s performance”, “a PAS”. This approach also avoided any possible misunderstanding (and provision of wrong information) on behalf of the respondents who could possibly think that the two types of statements were repeating each other e.g. if both the “current situation” statements and the “beliefs/preferences/needs” statements contained the words “me” and “my appraiser” the respondents would most probably not distinguish between the beliefs about the factors and the current situation in relation to those factors.

For purposes of consistency and clarity, all the “beliefs/preferences/needs” statements commenced with the phrase “I believe that” as it was considered very suitable for purposes of indicating someone’s beliefs; thus, the meaning of the statements was obvious and clear. In a few cases, the statements commenced with the phrases “I am in favour of” or “I want to” instead of the phrase “I believe that” as they were considered more suitable phrases than the latter phrase for purposes of indicating someone’s preferences or needs; thus, the meaning of these statements was also obvious and clear.

The word “appraisers” was used for the statements which referred to the actual assessment/appraisal because the appraisals were usually conducted by more than one appraiser. The word “appraiser” was used for the statements which referred to the working relationship between the appraisers and appraisees because the appraisees usually had a working relationship with one of the appraisers (the possibility for more than one appraiser was remote but even in that case the respondents were expected to choose the appraiser with the most frequent contact).

All the statements were positive (existence of the factors of an effective PAS or believing in the factors of an effective PAS) for purposes of simplicity. It is easier for the human brain to understand and think about a positive statement rather than a negative statement (lack of the factors of an effective PAS or not believing in the factors of an effective PAS) so that less time is spent on completing the questionnaire (maximising the response rate) (it is also easier to analyse the completed questionnaires). The completion of the questionnaire becomes more complicated when there are both positive and negative statements because it is more difficult for the human brain to keep switching from positive to negative (more effort is required). Therefore, the completion of the questionnaire becomes more time consuming and less pleasant and mistakes are more common (on certain occasions the pilot answers to the negative statements were not making sense or they were not answered at all). In the case of my project, the “all positive” approach cannot be considered as biased especially in relation to the existence of the factors of an effective PAS because I believe that the current PAS is problematic (I decided to conduct this project because of this belief). The “all positive” approach would have been biased if I believed that the current PAS is not problematic. The “all negative” approach would definitely be considered as biased and if I adopted it I would be leading the respondents to support my beliefs (i.e. the current PAS is problematic).

Definitions were provided for purposes of enhancing the respondents’ understanding for some of the terms which were mentioned in the statements. In some cases, examples were also provided. The specialised terms which were mentioned in the examples were also defined. It was mentioned that the examples were not exhaustive and more examples could be applicable; it was also possible for only one of the examples to be applicable.

It was not necessary to be aware of the specific examples which applied to the respondents (which were mentioned in the definitions or not) because the questionnaire was not aiming at obtaining in-depth information (this type of information was obtained during the interviews). It was sufficient, for purposes of drawing conclusions, to know if a factor of an effective PAS was applicable or not. For example, when distortion of ratings takes place it can be concluded that a factor of an effective PAS is not applicable. The problem of distortion can be solved by

eliminating everything that causes it (not having distortion in any way) i.e. all the examples provided in the definitions will become relevant and will have to be dealt with irrespective of the extent of their applicability to each of the respondents. Definitions were provided for the following terms: performance related pay, monetary rewards, non-monetary rewards, ratings distortion, central rating bias, leniency bias, strictness bias, recency bias, cultural bias, halo effect, interpersonal relationships, organisational influences, assessment on the basis of personality, assessment on the basis of performance.

A clarification was provided for purposes of reminding the respondents of those who examined appeals under the current PAS.

Part ii: assessment methods (multiple choice question) and additional comments (open-ended question):

-instructions: the respondents were asked to answer the multiple choice question by ticking the appropriate boxes and the open-ended question by using their own words

-assessment methods (1 multiple choice question): the respondents were asked to indicate their preferred assessment methods from a list of different options; more than one method could be selected and all the methods selected would be used in combination. The assessment methods that were listed are the most common methods and they are the following: a)rating scales, b)360 degree feedback, c)ranking, d)goals, e)critical incidents, f)narrative report, g)another method (to state the method), h)no method. The assessment methods were briefly explained because most of the respondents were not familiar with specialised terminology and other assessment methods apart from the rating scales (it was mentioned that the rating scales method was employed under the current PAS). The assessment methods did not follow a particular order as all of them could be suitable (separately or in combination) under the right circumstances. This question was necessary for purposes of obtaining the respondents' opinion on the assessment methods that were most suitable for them which needed to be reflected in the recommendations of the project

-additional comments (1 open-ended question): the respondents were asked to mention any additional comments in relation to the research project and/or the subject of performance appraisals (e.g. factors that improved their performance, concerns, reservations, suggestions, ideas). The previous versions of the questionnaire included 1 open-ended question for the factors that improved the respondents' performance and 1 open-ended question for the additional comments. It was considered more suitable to merge the 2 open-ended questions in one question as above not only because space would be saved but also because the pilots indicated that the respondents could not see the difference between the 2 questions (some of them did not answer any of the questions and some of them answered both questions in a similar fashion and without any new insights)

Part iii: supervision and appraisal status (closed-ended questions):

-instructions: the respondents were asked to indicate their supervision and appraisal status for purposes of statistical analysis

-definition of supervision

-5 “yes/no” questions (closed-ended questions): the respondents were asked to indicate their supervision and appraisal status by ticking the appropriate box (“yes/no”). The respondents were asked to indicate the following: 1)whether they supervised other people, 2)whether they appraised the people they supervised, 3)whether they appraised people they did not supervise, 4)whether they were appraised by the people who supervised them, 5)whether they were appraised by people who did not supervise them. The questions followed a logical order so that related questions followed each other for purposes of simplicity and minimisation of the completion time. The supervision and appraisal status of the respondents was necessary not only for purposes of statistical analysis but also for purposes of qualitative analysis e.g. drawing certain conclusions on the suitability of the appraisal teams and how that affected the quality of the appraisals that were conducted and the performance of the employees

Part iv: demographic features (closed-ended questions):

-instructions: the respondents were asked to give some information about themselves (without disclosing their name) for purposes of statistical analysis

-5 demographic features (closed-ended questions): the respondents were asked to indicate their demographic features by ticking the appropriate box from a list of options: 1)gender, 2)age: each age range consisted of 5 years except the first range which was up to 25 years old and the last range which was over 60 years old, 3)marital status, 4)years of service at CTO (each years of service range consisted of 5 years except the last range which was over 30 years), 5)academic and professional qualifications (professional title, doctorate, masters, postgraduate diploma, bachelor, high school certificate, other). The demographic features followed a logical order so that related features followed each other for purposes of simplicity and minimisation of the completion time. The demographic features of the position/job title and department were originally included but they were later deleted according to the request and condition of the Acting Director General (see chapter 5)

Thank You note: “thank you again for taking the time to complete this questionnaire”.

### 6.3.3 - Format and Presentation of the Research Documents

The research documents could have been copied in duplex (or produced with a smaller font size) not only for environmental purposes but also for purposes of encouraging participation since the questionnaire would look shorter. Despite the above, I did not proceed with the duplex option (or the smaller font size option) because when I compared the duplex version with the non-duplex version the former version did not look as pretty or tidy as the latter version (the former version was also more tiring especially when the smaller font size was used; it was making the documents difficult to read). In addition, it was possible for the respondents not to answer some of the questions simply because they would miss some of the pages (by not turning the pages over).

The research documents could have been copied in colour not only for purposes of greater clarity but also for purposes of making the completion of the questionnaire a

more pleasant exercise. Despite the above, I did not proceed with the colour option because when I compared the colour version with the black-white version the latter version looked as pretty and clear as the former version. In addition, the colour version was a more expensive and inconvenient option (special arrangements for adjusting the work photocopier to print in colour).

#### 6.3.4 - Special Box

The box, which was used as the “special box” of the project, was borrowed from work since there was an available box which was suitable for the collection of the questionnaires. As the box was used in the past for placing tender documents during tender competitions, its size was sufficient and it could fit many A4 and A3 documents and there was a lock and keys. Before placing the box next to the reception desk, I advised the receptionists/telephone operators that I would be placing the box next to their desk for purposes of collecting the completed questionnaires, the box would be locked and should not be moved by anyone and I was acting according to the Acting Director General’s approval. The front of the box was marked with the following paper signs: “special box-research project on performance appraisals” (one in English and one in Greek).

#### 6.3.5 - Distribution, Completion and Return of the Questionnaire and Consent Form

I decided to follow the approach of the “hard copy and manual distribution, paper and pencil, placing in special box” instead of the “e-mail distribution and return, electronic completion” because I believe that the advantages (for research purposes) of the former approach outweigh those of the latter approach. These advantages/disadvantages are listed below:

- faster completion of the questionnaire (ticking boxes and circling numbers instead of inserting symbols and colouring boxes)
- faster signing and return of the consent form (manual signing and placing in special box instead of printing, signing, scanning and returning by e-mail)
- safeguarding anonymity (placing in special box instead of sending by e-mail)
- more personal (placing a hard copy in an envelope and addressing it to the name of each respondent instead of sending one e-mail to all respondents) (a hard copy was sent by fax and addressed to the name of each respondent based abroad; the mail option was not preferred as it was slower)
- more costly and time consuming (copying, stapling, clipping, enveloping instead of sending one e-mail)
- slower distribution and return (distributing via the internal mailing system/taxi/fax and returning via the special box or via the mail c/o special box instead of distributing by e-mail and returning by e-mail).

The questionnaire and consent form could have been designed to be electronic from the very beginning by setting up a special web page (anonymous responses with built-in securities) which would safeguard anonymity and ensure fast completion. Despite these advantages, this option was not selected as it was considered time consuming and costly (hiring IT expertise) as well as impersonal.

#### 6.3.6 - Deadline for Returning the Questionnaire

The original deadline of 3 weeks (i.e. 16/12/2011) was considered to be a reasonable deadline for purposes of encouraging the respondents to respond and to respond

quickly (making the research process more efficient and avoiding the complications associated with the collection of information that lasts a long time).

I believe that if the deadline was not tight most of the respondents who would like to participate would think that they had plenty of time and in the end they would forget about it and not respond by the end of the deadline. If the deadline was too tight many of the respondents who would like to participate would be stressed about it and would not respond by the end of the deadline due to lack of time caused by other commitments.

Bearing in mind that in the end the actual collection took longer (12 weeks: the special box was removed on 17/2/2012), the original deadline could probably have been set for 4 weeks instead of 3. However, at the time of distributing the questionnaire, the deadline of 4 weeks was not considered to be tight. In addition, I was planning to extend the deadline in case the response rate was low (and I did) and call the respondents (personal touch) for purposes of encouraging them to respond (and I did and the response rate increased). The extension of the deadline and the phone calls to the respondents are discussed in detail under the relevant subsection (see later on).

#### 6.3.7 - Return of the Questionnaire and Consent Form (Use of an Envelope)

I could have asked the respondents (through the covering letter) to place the questionnaire and consent form in separate envelopes (the use of one envelope would not safeguard anonymity in case the respondent was recognised from his/her signature on the consent form) and then to place them in the special box so as to avoid the confusion which arose during the return of the documents by some of the respondents.

Even though the instructions in the covering letter were clear, some of the respondents called me and asked whether they were supposed to use an envelope (in an envelope or separate envelopes) when they would return the documents and some of them actually returned the documents in an envelope or separate envelopes.

It was not considered necessary to ask the respondents, who were based at the headquarters, to use envelopes (which I could have provided) because the documents would be placed in the special box and not sent by mail.

This approach was also saving the respondents from going through an unnecessary task (even though it would not be time consuming especially if the envelopes were provided) even though it was implied (without being mentioned in the covering letter) that they were free to use envelopes if they wished.

In addition, the anonymity was safeguarded irrespective if the envelopes were used or not i.e. the questionnaire and consent form would be placed in the special box as two separate documents without being attached to each other or in two separate envelopes so that the questionnaire would not be matched with the consent form in case the respondent was recognised from his/her signature on the consent form; when the documents are placed separately (with or without envelopes) and there is more than one questionnaire and consent form in the special box you cannot be sure which questionnaire goes with which consent form unless a respondent's questionnaire is recognised from his/her demographic features (a questionnaire and a consent form

which are placed on top of each other do not necessarily belong to the same respondent since there is a possibility for some of the respondents to place their questionnaire first and after a while to place their consent form and vice versa and in the mean time other respondents to place their questionnaire and consent form). The anonymity was safeguarded in both cases (with or without envelopes) except on the days when only one questionnaire and consent form were placed in the special box and the respondent was recognised from his/her signature on the consent form (the questionnaire could be matched with the consent form). The identification of respondents is discussed in detail under the relevant subsection (see later on).

The respondents who were based in other cities and abroad were asked (through the covering letter) to send the documents by mail by using separate envelopes unless they were planning to visit the headquarters during that time (in that case they would place the documents in the special box). These respondents were not provided with prepaid envelopes as they would be placing the documents (in envelopes addressed to me) in one of the routine packages (working documents) that would be sent to the headquarters by mail or taxi (such packages are being sent and received on a frequent basis and their cost is covered by CTO because they concern working documents).

#### 6.3.8 - Completion and Return of the Questionnaires and Consent Forms

The questionnaires and consent forms were returned by the respondents in the following way:

- special box (55/93=59%)
- internal mailing system (20/93=22%)
- handed to me personally by the respondents (12/93=13%)
- mail and then via the internal mailing system (2/93=2%)
- placed on my desk personally by the respondents (2/93=2%)
- small box next to the reception desk (1/93=1%)
- fax (1/93=1%).

The questionnaires and consent forms which were returned via the special box were placed in the following way:

- some questionnaires and consent forms were placed in separate envelopes
- some questionnaires and consent forms were placed in one envelope
- some questionnaires and consent forms were placed without an envelope
- some questionnaires were placed in an envelope (but the corresponding consent forms were not)
- some consent forms were placed in an envelope (but the corresponding questionnaires were not).

Some of the envelopes were sealed and some of them were not. Some of the envelopes were addressed to my name, some of them to my name c/o special box and some of them were unaddressed.

The questionnaires and consent forms which were returned via the internal mailing system were placed in the following way:

- some questionnaires and consent forms were placed in separate envelopes
- some questionnaires and consent forms were placed in one envelope.

In a few cases (most probably from other cities), the same envelope was used for more than one respondent e.g. the envelopes of two respondents (each envelope contained one questionnaire and one consent form) were placed in another bigger

envelope, e.g. the questionnaires of three respondents were placed in one envelope and the consent forms of the same respondents were placed in another envelope. Some of the envelopes were sealed and some of them were not. Some of the envelopes were addressed to my name and some of them to my name c/o special box.

Some of the respondents returned the covering letter and some of them returned the English documents which they did not use (in the same envelope as the completed questionnaire and signed consent form or in a separate envelope addressed to me or without an envelope).

Most of the respondents (80/93=86%) signed the consent form and returned it together with the completed questionnaire. The few respondents (13/93=14%) who did not return the signed consent form must have forgotten to sign and return it with the completed questionnaire.

The consent forms were dated from 24/11/2011 until 11/4/2012 (24/11, 25/11, 28/11, 29/11, 30/11, 1/12, 2/12, 4/12, 5/12, 7/12, 8/12, 9/12, 12/12, 14/12, 16/12, 19/12, 20/12, 28/12, 29/12, 30/12, 2/1, 3/1, 4/1, 5/1, 9/1, 10/1, 23/1, 25/1, 26/1, 27/1, 30/1, 1/2, 2/2, 3/2, 7/2, 22/2, 2/4, 11/4). There was one consent form which was not dated. Some of the consent forms must have been back dated e.g. dated on 16/12/2011 which was the original deadline date even though they were returned after the deadline e.g. in January. It is also possible that they were dated when the questionnaire was being completed and they were returned at a later date together with the completed questionnaire.

The following summary shows the language in which the respondents chose to respond. Most respondents chose to respond in the Greek language (as expected) and few respondents in the English language:

- respondents who completed the questionnaire: 93
- respondents who completed the Greek questionnaire: 80 +2 respondents who completed both the Greek and English questionnaire: 80/91=88% or 82/93=88%
- respondents who completed the English questionnaire: 11 +2 respondents who completed both the Greek and English questionnaire: 11/91=12% or 13/93=14%
- respondents who answered the open-ended question: 28/93=30%
- respondents who answered the open-ended question in Greek: 22 +1 respondent who answered the open-ended question in both languages: 22/27=81% or 23/28=82%
- respondents who answered the open-ended question in English: 5 +1 respondent who answered the open-ended question in both languages: 5/27=19% or 6/28=21%
- respondents who signed the consent form: 80/93=86%
- respondents who signed the Greek consent form: 68 (2 of the respondents used the English questionnaire) +2 respondents who signed both the Greek and English consent form: 68/78=87% or 70/80=88%
- respondents who signed the English consent form: 10 (2 of the respondents used the Greek questionnaire) +2 respondents who signed both the Greek and English consent form: 10/78=13% or 12/80=15%.

#### 6.3.9 - Identification of Respondents during the Collection of the Questionnaires and Consent Forms

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.



## Identification of Respondents during the Collection of the Questionnaires and Consent Forms

### Identification of the Respondents During the Collection of the Questionnaires and Consent Forms

-most of the respondents were unintentionally identified  
-the unintentional identification of the respondents was restricted to me  
-the respondents were identified because the respondents did not follow the instructions in the covering letter e.g. they handed to me their questionnaire and consent form instead of placing them in the special box, they sent their questionnaire and consent form via the internal mailing system by placing them in an envelope with their name marked on the envelope instead of placing them in the special box as separate documents  
-the respondents were also identified because I recognised the signature of the respondents on their consent form; their consent form could be matched with their questionnaire when the following were taking place: when the respondents did not place their questionnaire and consent form in the special box as separate documents, when there was only one questionnaire and consent form in the special box, when the respondents sent their questionnaire and consent form via the internal mailing system by placing them in an envelope, when I could recognise the demographic features of the respondents.

The following summary shows how most of the respondents were identified (71/93=76%).

The respondents were identified mostly because the respondents' signatures on the consent forms were recognised and matched with their demographic features on the questionnaires especially on the days when there was only one or a couple of questionnaires and consent forms in the special box (even though the questionnaires were anonymous and most of the times not attached to the consent forms).

They were also identified because the respondents did not follow the instructions in the covering letter e.g. some of them handed me their questionnaire and consent form and some of them used the same envelope that I used for sending them the documents with their name on the envelope.

-30 respondents who returned the documents via the special box were recognised from their signature (sometimes their full name was printed) on the consent form; their signatures were matched with their demographic features on the questionnaire especially on the days when there was only one or a couple of questionnaires and consent forms in the special box; on a few occasions the respondents were recognised from their demographic features on the questionnaire which were matched with their signature on the consent form

-10 respondents were recognised because they handed me their questionnaire (1 respondent completed both the English and Greek questionnaire) and consent form (in one case without a consent form); some of the respondents were also recognised from their signature on the consent form

-9 respondents who returned the questionnaire and consent form (on few occasions without a consent form; on one occasion the consent form was returned unsigned) via the internal mailing system (in one envelope and not separate envelopes addressed to me or to me c/o special box) were recognised because they used the same envelope that I used for sending them the documents with their name on the envelope (as well as my name; even though on few occasions the envelope was not addressed to me, it was delivered to me because the respondents asked the messengers to deliver it to me

and few of the respondents called me to advise me that they were sending the documents to me in an envelope); some of the respondents were also recognised from their signature on the consent form and their demographic features on the questionnaire

-3 respondents who returned the questionnaire and consent form via the internal mailing system (in one envelope or separate envelopes addressed to me) were recognised from their signature (sometimes their full name was printed) on the consent form; on certain occasions the respondents were also recognised from their demographic features on the questionnaire

-3 respondents (permanent employees based at the offices abroad who visited the headquarters during that time for attending certain work meetings) who returned the questionnaire and consent form via the special box were recognised from their signature on the consent form, from their demographic features on the questionnaire as well as from their fax number which was printed on all the pages (the documents were sent to them by fax)

-3 respondents who returned the questionnaire via the special box (without a consent form) were recognised from their demographic features on the questionnaire and also because their questionnaires were the only questionnaires which were placed in the special box on that day; I knew that the questionnaires were their questionnaires because I spoke with the respondents on that day for work and I also reminded them about the questionnaire completion and they said they would complete the questionnaire on that day; after a while they passed by my office to hand me the completed questionnaires and I told them that they could place it in the special box and they said they would

-2 respondents who returned the questionnaire via the special box (in an envelope addressed to me or not but without a consent form) were recognised from their demographic features on the questionnaire and also because their questionnaires were the only questionnaires which were placed in the special box on that day; I knew that the questionnaires were their questionnaires because I spoke with the respondents the previous day for work and I also reminded them about the questionnaire completion; the next day they called me to advise me that they completed the questionnaire only because the survey was undertaken by me

-2 respondents (permanent employees based at the offices abroad who visited the headquarters during that time for attending certain work meetings) were recognised because they handed me their questionnaire and consent form; the respondents were also recognised from their fax number which was printed on all the pages (the documents were sent to them by fax)

-2 respondents (permanent employees based at the offices abroad who visited the headquarters during that time for attending certain work meetings) who returned the questionnaire and consent form by mail (in separate envelopes addressed to me c/o the special box; they were delivered to me via the internal mailing system) were recognised from their signature on the consent form, from their demographic features on the questionnaire as well as from their fax number which was printed on all the pages (the documents were sent to them by fax)

-2 respondents who placed the questionnaire and consent form on my desk (without an envelope) during my absence were recognised after they advised me at a later stage that they placed the documents on my desk; I could not recognise them from their signature on the consent form or their demographic features on the questionnaire

- 1 respondent who sent the questionnaire and consent form by fax was recognised since the respondent advised me to collect the fax that he/she would be sending; the respondent was also recognised from his/her signature on the consent form
- 1 respondent who returned the questionnaire via the internal mailing system (in an envelope addressed to me but without a consent form) was recognised from his/her handwriting on the questionnaire as well as from his/her demographic features on the questionnaire
- 1 respondent who returned the questionnaire and consent form via the internal mailing system (in an envelope addressed to me) was recognised from the name of his/her office which was printed on the envelope as well as from his/her demographic features on the questionnaire; I could not recognise him/her from his/her signature on the consent form
- 1 respondent who placed the questionnaire (in an envelope but without a consent form) in a small box next to the reception desk (it was used for forwarding employees' suggestions in relation to improvement of organisational practices) was recognised because the respondent used the same envelope that I used for sending him/her the documents with his/her name on the envelope; I was advised by the receptionist to check this box as he/she was under the impression that some respondents might have placed their questionnaire in this box
- 1 respondent who returned the questionnaire and consent form via the special box (in separate envelopes addressed to me) was recognised from his/her handwriting on the envelopes as well as from his/her signature on the consent form even though the demographic features section was not completed.

The following summary shows the respondents who were not identified (22/93=24%; 11 before the extension of the original deadline and the communication with the respondents + 11 after the extension of the original deadline and the communication with the respondents).

The respondents were not identified either because they did not submit a consent form or because their signature on the consent form was not recognised.

- 14 respondents whose signature on the consent form was not recognised returned the documents via the special box (in envelopes addressed to me or not or without envelopes)
- 5 respondents whose signature on the consent form was not recognised returned the documents via the internal mailing system (in envelopes addressed to me or to me c/o the special box)
- 3 respondents who did not submit a consent form returned the questionnaire via the special box (without an envelope).

Some of the respondents who handed me their questionnaire completed only the 1<sup>st</sup> part of the questionnaire because they either forgot to complete the rest of the parts or they thought that they had to complete only the 1<sup>st</sup> part. I asked them to complete the rest of the parts if they wished and they did in my presence even though I told them that they could do so in private. As they were completing the rest of the parts in my presence, I explained what the questions meant so as to facilitate them e.g. I explained briefly the assessment methods in the 2<sup>nd</sup> part.

A few of the respondents who placed their questionnaire in the special box completed only the 1<sup>st</sup> part of the questionnaire. I could not ask them to complete the rest of the parts because I did not know who they were (not only because the questionnaires were

anonymous but also because they were not recognised from their signature on the consent form or from any other way). It is not certain whether they forgot to complete the rest of the parts or whether they thought that they had to complete only the 1<sup>st</sup> part. It is also possible that they chose not to complete the rest of the parts (especially the demographic features part and the supervision/appraisal status part) for purposes of avoiding identification.

There were times when the respondents returned their questionnaire and consent form (via the special box or the internal mailing system) on the day that I spoke to them (or the next day) about the extension of the original deadline or the removal of the special box. The respondents were most of the times identified because I could remember the respondents I spoke to and it was therefore easy to recognise their signature on the consent form and match their questionnaire from their demographic features or to recognise them from their demographic features on the questionnaire and match their consent form and signature (especially on the days when there was only one or a couple of questionnaires and consent forms in the special box).

#### 6.3.10 - Increase of the Response Rate through the Extension of the Deadline for Returning the Questionnaire and the Communication with the Respondents

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Increase of the Response Rate through the Extension of the Deadline for Returning the Questionnaire and the Communication with the Respondents

##### Increase of the Response Rate Through the Extension of the Deadline for Returning the Questionnaire and the Communication with the Prospective Respondents

-the questionnaire process was time consuming and longer than expected and extra effort and time were necessary not only for purposes of enhancing the response rate and the research quality but also because of the circumstances i.e. the extension of the deadline for returning the questionnaire and the communication with the prospective respondents (they were encouraged but not coerced) was necessary (the response rate after the end of the original deadline was low) but it made the questionnaire activity more time consuming

-the deadline for returning the questionnaire was extended because the response rate after the end of the original deadline was low; the deadline was gradually extended until the response rate reached a satisfactory level and I communicated with the prospective respondents so as to advise them about the extension of the deadline

-communication (1<sup>st</sup> phase phone calls) that I had with the prospective respondents after the end of the original deadline and until the end of the 1<sup>st</sup> phase of the extended deadline: the prospective respondents that I did not call were those that I never met or spoke to before and those who would most probably be hostile and cause trouble; none of them refused to complete the questionnaire (except one who granted an appraiser interview) and most of them promised that they would complete the questionnaire; some of them completed the questionnaire but some of them did not even though they promised to do so

-communication (2<sup>nd</sup> phase phone calls) that I had with the prospective respondents after the end of the 1<sup>st</sup> phase of the extended deadline and until the end of the 2<sup>nd</sup> phase of the extended deadline: the prospective respondents that I called were only those that I felt comfortable with and who would not feel coerced or cause trouble and who just needed more time so as to respond; there was no point in calling the rest of the prospective respondents as they were not expected to complete the questionnaire;

none of them refused to complete the questionnaire and most of them promised that they would complete the questionnaire; some of them completed the questionnaire but some of them did not even though they promised to do so; there was no point in calling again those who did not complete the questionnaire as they were not expected to complete it

-coincidental communication that I had with the prospective respondents after the end of the 2<sup>nd</sup> phase of the extended deadline: it was an opportunity to advise them about the removal of the special box and in case they were planning to complete the questionnaire to send it to me; none of them refused to complete the questionnaire and most of them promised that they would complete the questionnaire; some of them completed the questionnaire but some of them did not even though they promised to do so

-if the deadline was not extended and if I did not communicate with the prospective respondents the response rate would have remained low; the response rate increased because these activities encouraged the prospective respondents to participate e.g. they were provided with more time so as to be in a position to complete the questionnaire, they were provided with a new copy of the questionnaire (the original was misplaced and a copy was requested) so as to be in a position to complete it, they were reminded about the completion of the questionnaire so as to speed up its completion (in case they were planning to complete it), their questions about the project, the subject and the completion and return of the questionnaire were answered so as to enable them to complete and return the questionnaire and make their participation interesting and pleasant, they were reminded that their participation was not compulsory but it was an important contribution to the project (their opinion and the response rate were important) so as to understand the significance of the completion of the questionnaire; the above examples were verified during the conversations that I had with the prospective respondents

-the extension of the deadline for returning the questionnaire and the communication with the prospective respondents encouraged them to participate in the research but did not coerce them in any way i.e. they were not asked to complete the questionnaire (their participation was not compulsory) but they were only advised about the extension of the deadline (or the end of the extended deadline or the removal of the special box) in case they were planning to complete the questionnaire.

The response rate at the end of the original deadline of 3 weeks (i.e. 16/12/2011) was quite low since until then I collected only 37 completed questionnaires ( $37/218=17\%$ ). Bearing in mind this outcome and for purposes of enhancing the response rate (minimising non-response bias and maximising the validity of the questionnaire findings), I decided to extend the deadline and advise the respondents about it (personal contact).

The deadline for returning the questionnaire was being extended gradually (without setting a specific date) until the response rate reached a satisfactory level. When that level was reached ( $87/218=40\%$ ), the special box was removed from the reception (on 17/2/2012; the extension lasted 9 weeks) and placed in my office for some more time; later it was returned even though it was not needed by anyone. The special box had to be removed from the reception at a certain stage especially for purposes of indicating to some of the respondents who were still planning to reply that they were running out of time and they had to hurry up. If the box was not removed they would think that they still had time and they would be postponing their reply; this was actually the case

since one of the respondents told me that he/she assumed that he/she still had time because the box was not removed yet. After the box was removed, I received some more (6) completed questionnaires (handed to me by the respondents, returned via the internal mailing system or sent by fax).

The details of the above research actions are explained later on (i.e. the 1<sup>st</sup> and 2<sup>nd</sup> phase phone calls as well as the coincidental communication with respondents which followed). Even though these actions were very time consuming, they were necessary because through them the response rate increased dramatically (from  $37/218=17\%$  to  $93/218=43\%$ ; the number of new responses was  $93-37=56$ ). I believe that the response rate would have remained low if I did not take these actions.

The above argument is supported by the following reasons which explain why the personal contact with the respondents (without coercion) and the extension of the deadline helped in increasing the response rate. The following reasons were verified during the conversations that I had with the respondents:

- to provide some of the respondents with a new copy of the questionnaire (it was sent to them via the internal mailing system or collected by them from my office) in case it was misplaced (especially those who were away on holiday or sick leave during the distribution of the questionnaire) or in case it was inadvertently not delivered to them (even though some of the respondents promised to collect a new copy from my office so as to complete it they never did; they may have managed to trace the first copy or they may have made a copy from another colleague)
- to kindly remind the respondents about the completion of the questionnaire in case they were very busy (both personally and professionally) or away or to remind them to return the questionnaire that they had already completed
- to give the respondents more time for the completion of the questionnaire in case they were very busy (both personally and professionally) or away; many of them wanted to complete the questionnaire but they needed more time (or they would complete it if they had more time)
- to advise the respondents who thought that they could not complete the questionnaire after the deadline that they were given more time so as to complete the questionnaire
- to make the respondents realise the urgency in case they were taking their time (e.g. some of them started completing the questionnaire but they did not finish it and others did not even start completing it)
- the personal touch of a phone call which was appreciated by the respondents encouraged participation; even those who were not planning to complete the questionnaire (they possibly ignored it and put it away) promised and committed themselves to complete the questionnaire (they felt that they had to complete the questionnaire even though they were not coerced)
- to make the respondents realise that the response rate was important and their opinion mattered (their contribution was necessary, invaluable and highly appreciated) thus making them feel part of the project; this approach was encouraging them to participate (many of them were not planning to) and made them look forward to reviewing the project findings and recommendations (even though this attitude was adding more pressure/stress on me it was making the research even more challenging)
- to give the respondents the opportunity to express themselves orally about the current PAS and the project and to encourage them to do so also in writing through the questionnaire

-to give the respondents the opportunity to ask questions about the completion and collection of the questionnaire (e.g. deadline, special box, language of completion, signing the consent form, use of envelopes) in case they were embarrassed or they had no time to do so

-to give me the opportunity to advise some of the respondents who handed me their questionnaire and consent form that they forgot to complete some of the pages of the questionnaire or to sign the consent form and to give them the opportunity to do so

-to give me the opportunity to provide the respondents with more details and answer their questions about the project from the perspective of both the subject of performance appraisals and the research approach

-to give me the opportunity to explain to some respondents who were interviewed from their capacity as an appraiser that they were supposed to complete the questionnaire (they assumed that there was no need to complete the questionnaire) because the interview and questionnaire were different both in terms of perspective (appraiser Vs appraisee) and depth (in-depth and qualitative Vs quantitative) as well as to thank them again for taking the time to help me with my project for the 2<sup>nd</sup> time

-to give me the opportunity to encourage and reassure the respondents by explaining to them again (especially those who did not even read the instructions and the covering letter) that the completion of the questionnaire was not compulsory (and those who did not participate would not be prejudiced in relation to their position or treatment), difficult or time consuming and that their responses would be anonymous

-to give me the opportunity to thank again some of the respondents who already completed the questionnaire (and who were not identified).

I called (1<sup>st</sup> phase) most of the respondents who did not return the questionnaire by the original deadline date for purposes of encouraging them to complete and return the questionnaire.

I knew who were the respondents who did not return the questionnaire because most of the respondents who returned the questionnaire were identified e.g. I recognised their signature on the consent form, they handed me the completed questionnaire (identification was useful for purposes of follow-up). During my communication with the respondents, I did not mention that I identified the respondents who returned the questionnaire and those who did not as that would probably discourage them from completing the questionnaire (even though the anonymity was safeguarded they would think that it was not).

The respondents that I did not call were those that I was certain that they were not going to complete the questionnaire and who would demonstrate a hostile attitude and cause trouble in case I called them (e.g. complain to the Management for coercing them) as well as those that I never met before (some of the employees based in other cities); in case I called the latter respondents it would have been an awkward situation for both me and them since we never spoke before.

I called the respondents (1<sup>st</sup> phase) between 19/12/2011 and 26/1/2012 (19/12, 20/12, 21/12, 22/12, 23/12, 27/12, 28/12, 29/12, 2/1, 3/1, 5/1, 9/1, 10/1, 12/1, 16/1, 23/1, 24/1, 25/1, 26/1).

It was a quite time consuming exercise not only because I had to call several respondents (124) but also because I had to call many of the respondents several times before I managed to talk to them (e.g. their line was busy, they were away, they were

in a meeting); some of the conversations with the respondents were time consuming as we talked about work issues also.

The encouragement for the completion of the questionnaire was brought about indirectly because the respondents I called were not supposed to feel coerced. Therefore, I did not explicitly ask them to complete the questionnaire. I only advised them that they were given more time for the completion of the questionnaire (the deadline was extended and the special box would kept at the reception) in order to facilitate the respondents who wanted and were planning to reply but they did not manage to do so by the original deadline date due to lack of time. I also reminded them that their participation was not compulsory but highly appreciated and I thanked them.

Most of the respondents I called promised to complete the questionnaire; some of them promised to complete it soon but some of them did not specify when they would complete it. Some of the respondents just thanked me for letting them know that the deadline was extended but they did not mention whether they would complete it or not.

None of the respondents I called refused to complete the questionnaire (as it would most probably have been embarrassing or awkward to do that) apart from one respondent. At first, the respondent could not even remember if he/she received the documents but after a while, he/she remembered and he/she said that he/she did not complete the questionnaire and he/she was not planning to. He/she explained that even though he/she got on well with me and would like to help me, he/she was not fond of questionnaires and could not be bothered. He/she was not willing to respond even when I told him/her that the completion of the questionnaire was not time consuming and he/she said that he/she was very honest with me about it and he/she hoped that this incident would not stop us from getting on well with each other. In addition, he/she mentioned that it was not necessary to complete the questionnaire because his/her views on the subject were communicated to me through the interview he/she previously granted from the capacity of the appraiser. Even though I explained that the questionnaire was not the same as the interview, he/she did not change his/her mind. It was obvious that the respondent was not going to change his/her mind so I did not insist on encouraging him/her to respond because I did not want to make him/her feel uncomfortable by exerting pressure or coercing him/her to participate.

Even though none of the respondents I called refused to complete the questionnaire (apart from one respondent as mentioned above), most of the respondents did not return the completed questionnaire (see analysis later on). Some of the respondents however returned the completed questionnaire (see analysis later on). In fact, a few of the respondents called me back to ask questions or to advise me that they completed the questionnaire and placed it in the special box. Some of the respondents that I happened to see or talk to over the phone for work afterwards also advised me that they completed the questionnaire and placed it in the special box.

The following is a summary of the respondents I called (1<sup>st</sup> phase):  
-119 respondents (119/218=55%, 119/124=96%; 218= total number of respondents): I called most of these respondents but I also happened to see some of them or talk to some of them over the phone for work



(I also called the Acting Director General but because he could not be interrupted from his meetings I left a message about it with his secretaries)

(5 respondents {  $5/218=2\%$ ,  $5/124=4\%$ ,  $5/119=4\%$  } mentioned that they already replied and I thanked them; part of those respondents who were not identified; some of them mentioned that they replied before the original deadline of 16/12/2011 and some of them before the end of 2011)

(1 respondent {  $1/218=0.5\%$ ,  $1/124=1\%$ ,  $1/119=1\%$  } mentioned that he/she already replied but his/her questionnaire was placed in the special box on that day; therefore the reply of the respondent was considered as being received after my phone call; I recognised the respondent's signature on the consent form)

-3 respondents ( $3/218=1\%$ ,  $3/124=2\%$ ;  $124=119+3+2$ ): I called these respondents but they did not answer or return my calls and messages

-2 respondents ( $2/218=1\%$ ,  $2/124=2\%$ ;  $124=119+3+2$ ): I called these respondents but they did not answer or return my calls as they were away on sick leave and were not expected to return to work soon.

As mentioned earlier, I did not call the respondents ( $70/218=32\%$ ) that I never met or spoke to before and those that would demonstrate a hostile attitude and cause trouble. A few of them (8; especially those I did not meet before) returned the completed questionnaire (part of the 11 respondents who were not identified and part of the 26 respondents who were identified-see below).

I did not call the respondents who returned the completed questionnaire and were identified ( $26/218=12\%$ ,  $26/37=70\%$ ;  $37=$  total number of respondents who returned the completed questionnaire until 16/12/2011) and some of the respondents who returned the completed questionnaire and were not identified ( $6/218=3\%$ ,  $11/37=30\%$ ). I spoke with some of the respondents (5; part of the 119 respondents above) who returned the completed questionnaire and were not identified (they replied before I called them).

Even though most of the respondents I called during the 1<sup>st</sup> phase phone calls promised to complete the questionnaire, many of them did not respond after all. There was no point in calling them again not only because the response rate was not expected to increase but also because I did not want to bother them again or make them feel uncomfortable or coerced in any way (if they wished to participate they would have done so by that time).

I decided to call again (2<sup>nd</sup> phase) only the respondents that I knew really well and I felt comfortable with and I knew that they would not be bothered, feel uncomfortable or coerced. The response rate was expected to increase by calling them again because these respondents wanted to complete the questionnaire and promised to do so but they just needed more time (some of them wanted to participate because they found the project interesting and some of them wanted to participate because they wanted to help me out with my project).

I knew who were the respondents who did not return the questionnaire because most of the respondents who returned the questionnaire were identified e.g. I recognised their signature on the consent form, they handed me the completed questionnaire (identification was useful for purposes of follow-up). During my communication with the respondents, I did not mention that I identified the respondents who returned the questionnaire and those who did not as that would probably discourage them from

completing the questionnaire (even though the anonymity was safeguarded they would think that it was not).

I called the respondents (2<sup>nd</sup> phase) between 24/1/2012 and 1/2/2012 (24/1, 25/1, 26/1, 27/1, 30/1, 31/1, 1/2).

It was a quite time consuming exercise not only because I had to call many respondents (46) but also because I had to call many of the respondents several times before I managed to talk to them (e.g. their line was busy, they were away, they were in a meeting, they asked me to call them back later as they were busy, in a meeting or on their way out etc.); a few of the conversations with the respondents were time consuming as we talked about work issues also. However, the 2<sup>nd</sup> phase phone calls were not as time consuming as the 1<sup>st</sup> phase phone calls not only because the number of respondents during the 2<sup>nd</sup> phase was smaller but also because most of the conversations with the 2<sup>nd</sup> phase respondents were of a shorter duration (only a brief reminder).

I reminded the respondents about the completion of the questionnaire and I thanked them. I advised them that this was the last reminder and in case they did not complete the questionnaire yet to try and do so soon because the questionnaire collection process would be completed soon and the special box would be removed.

Most of the respondents I called mentioned that they were planning to complete the questionnaire and promised again that they would do so soon. Even though a few of the respondents I called did not mention that they were planning to complete the questionnaire, none of them refused to complete the questionnaire.

Even though none of the respondents I called refused to complete the questionnaire, most of the respondents did not return the completed questionnaire (see analysis later on). Some of the respondents however returned the completed questionnaire (see analysis later on).

The following is a summary of the respondents I called (2<sup>nd</sup> phase):

-38 respondents (38/218=17%, 38/46=83%, 38/124=31%, 38/119=32%): I called most of these respondents but I also happened to see some of them or talk to some of them over the phone for work; these respondents are part of the 1<sup>st</sup> phase respondents (I also called the Acting Director General but because he could not be interrupted from his meetings I left a message about it with his secretaries)  
(5 respondents {5/218=2%, 5/124=4%, 5/119=4%, 5/46=11%, 5/38=13% } mentioned that they already replied and I thanked them; part of the 11 respondents who were not identified as mentioned in the analysis below)  
-8 respondents (8/218=4%, 8/124=6%, 8/119=7%, 8/46=17%; 38+8=46): I called these respondents but they did not answer or return my calls and messages.

After the 1<sup>st</sup> and 2<sup>nd</sup> phase phone calls, I coincidentally communicated with 17 respondents (17/218=8%, 17/124=14%, 17/119=14%, 17/46=37%, 17/38=45%). These respondents are part of the 1<sup>st</sup> and 2<sup>nd</sup> phase respondents and they include 5 out of the 8 respondents (5/8=63%) that I called during the 2<sup>nd</sup> phase but they did not answer or return my calls.

I reminded the respondents about the completion of the questionnaire and I thanked them when I happened to see them or talk to them over the phone for work.

I communicated with the respondents between 3/2/2012 and 10/4/2012 (3/2, 7/2, 9/2, 10/2, 14/2, 15/2, 16/2, 17/2, 22/2, 24/2, 29/2, 26/3, 27/3, 28/3, 29/3, 2/4, 10/4).

To the respondents that I spoke with between 15/2/2012 and 17/2/2012, I mentioned that I would be removing the special box on 17/2/2012 and if they were still planning to respond they could do so and they could return the completed questionnaire via the internal mailing system by placing it in an envelope addressed to my name. To the respondents that I spoke with after 17/2/2012, I mentioned that I removed the special box and if they were still planning to respond they could do so and they could return the completed questionnaire via the internal mailing system by placing it in an envelope addressed to my name.

12 out of the 17 ( $12/17=71\%$ ) respondents returned the completed questionnaire (part of the 56 replies mentioned in the analysis below). A few of the respondents returned the completed questionnaire soon after our communication and a few handed me their completed questionnaire and I thanked them.

The following is an analysis of the overall response results from the 1<sup>st</sup> and 2<sup>nd</sup> phase phone calls as well as from the coincidental communication with the respondents which followed:

- 56 respondents ( $93-37=56$ ;  $93$ =total number of respondents who returned the completed questionnaire) returned the completed questionnaire ( $56/218=26\%$ ,  $56/124=45\%$ ,  $56/119=47\%$ ; includes the 46 or 38 respondents of the 2<sup>nd</sup> phase phone calls and the 17 respondents of the coincidental communication).
- 68 or 63 ( $124$  or  $119-56=68$  or  $63$ ) respondents did not return the completed questionnaire ( $68/218=31\%$  or  $63/218=29\%$ ,  $68/124=55\%$  or  $63/119=53\%$ ; includes the 46 or 38 respondents of the 2<sup>nd</sup> phase phone calls and the 17 respondents of the coincidental communication)
- 2 out of the 56 respondents ( $2/56=4\%$ ): I called these respondents during the 1<sup>st</sup> phase phone calls but they did not answer or return my calls and messages
- 45 out of the 56 respondents were identified ( $45/56=80\%$ ) and 11 out of the 56 respondents were not identified ( $11/56=20\%$ )
- the 11 respondents who were not identified include the 5 respondents who advised me during the 2<sup>nd</sup> phase phone calls that they already replied (they replied after the 1<sup>st</sup> phase phone calls but before the 2<sup>nd</sup> phase phone calls) and 6 respondents that I did not call during the 2<sup>nd</sup> phase phone calls (they replied after the 1<sup>st</sup> phase phone calls)
- 24 out of the 45 respondents who were identified returned the completed questionnaire after the 1<sup>st</sup> phase phone calls ( $24/45=53\%$ ) ( $24/56=43\%$ ) ( $24/124=19\%$ ) ( $24/119=20\%$ )
- 9 out of the 45 respondents who were identified returned the completed questionnaire after the 2<sup>nd</sup> phase phone calls ( $9/45=20\%$ ) ( $9/56=16\%$ ) ( $9/46=20\%$ ) ( $9/38=24\%$ )
- 12 out of the 45 respondents who were identified returned the completed questionnaire after the coincidental communication ( $12/45=27\%$ ) ( $12/56=21\%$ ) ( $12/17=71\%$ ).

### 6.3.11 - Conversations with the Respondents

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

#### Conversations with the Respondents

##### Communication with the Prospective Respondents During the Distribution and Collection of the Questionnaire:

-during the distribution of the questionnaire and until the end of the original deadline for returning the questionnaire: the communication that I had with the prospective respondents was initiated by the prospective respondents  
-after the end of the original deadline and until the end of the 1<sup>st</sup> phase of the extended deadline: the communication (1<sup>st</sup> phase phone calls) that I had with the prospective respondents was initiated by me  
-after the end of the 1<sup>st</sup> phase of the extended deadline and until the end of the 2<sup>nd</sup> phase of the extended deadline: the communication (2<sup>nd</sup> phase phone calls) that I had with the prospective respondents was initiated by me  
-after the end of the 2<sup>nd</sup> phase of the extended deadline: the coincidental communication that I had with the prospective respondents was not initiated by me or the prospective respondents (the collection activity was completed shortly after the coincidental communication).

The conversations that took place during the communication I had with 25 respondents at the time of distributing and collecting the questionnaires (until the end of the original deadline i.e. 16/12/2011) were initiated by the respondents e.g. they called me to ask questions (which I answered) or they asked me questions (which I answered) when I happened to meet them in the corridors, the lift, at my office etc.. The answers to some of the respondents' questions were already provided in the instructions which were clearly communicated through the covering letter (they must have not read the instructions).

I was thanking the respondents every time I communicated with them.

At the time of distributing the questionnaires, the receptionist advised me that some respondents (who had not received a questionnaire yet) were asking him/her why the special box was placed next to his/her desk and he/she explained to them (I had advised him/her about my project before I placed the special box next to the reception desk).

The conversations that took place during the communication I had with 119 respondents at the time of the 1<sup>st</sup> phase phone calls were initiated by me i.e. I called them to advise them that they were given more time (extension of the deadline) for the completion and return of the questionnaire. The respondents on many occasions made comments and asked questions (which I answered). The answers to some of the respondents' questions were already provided in the instructions and information which were clearly communicated through the research documents distributed to them (they must have not read the documents).

I was thanking the respondents every time I communicated with them.

Every time a new copy of the questionnaire was requested (by respondents who misplaced the original questionnaire), I was asking the respondents to advise me on the language they felt most comfortable with and a new copy was provided to them in the Greek or English language according to their preference.

The conversations that took place during the communication I had with 38 respondents at the time of the 2<sup>nd</sup> phase phone calls were initiated by me i.e. I called them to remind them about the completion and return of the questionnaire and advise them to try and return it soon because the questionnaire collection process would be completed soon. The respondents on many occasions made comments and asked questions (which I answered). The answers to some of the respondents' questions were already provided in the instructions and information which were clearly communicated through the research documents distributed to them (they must have not read the documents).

I was thanking the respondents every time I communicated with them.

Every time a new copy of the questionnaire was requested (by respondents who misplaced the original questionnaire), I was asking the respondents to advise me on the language they felt most comfortable with and a new copy was provided to them in the Greek or English language according to their preference.

At the time of collecting the questionnaires, the receptionist advised me that some respondents were asking him/her whether they should print their name on the envelope that they would use for returning the questionnaire via the special box. Even though the receptionist was not aware of the instructions on the covering letter, she/he told them that their name should not be printed on the envelope for purposes of safeguarding anonymity (the respondents could have asked me instead or they could have read the instructions which were very clear).

The conversations that took place during the coincidental communication I had with 17 respondents after the 1<sup>st</sup> and 2<sup>nd</sup> phase phone calls were not initiated by me or the respondents i.e. I just reminded the respondents about the completion and return of the questionnaire when I happened to see them or talk to them over the phone for work and I advised them that the special box would be or was removed but they could still return the questionnaire. The respondents on many occasions made comments and asked questions (which I answered). The answers to some of the respondents' questions were already provided in the instructions and information which were clearly communicated through the research documents distributed to them (they must have not read the documents).

I was thanking the respondents every time I communicated with them.

Every time a new copy of the questionnaire was requested (by respondents who misplaced the original questionnaire), I was asking the respondents to advise me on the language they felt most comfortable with and a new copy was provided to them in the Greek or English language according to their preference.

#### 6.3.12 - "If Statements" for Purposes of Ascertaining the Effect on the Respondents' Performance

In appendix 34 there is an explanation on how the respondents' performance was affected by the current situation statements (effectiveness of the current PAS: current situation in relation to the factors of an effective PAS) and the belief statements (significance of the factors of an effective PAS: significance in relation to improving performance).

The effect on performance was ascertained (see appendix 40) with the use of "if statements" which covered all the possible responses (agree strongly or agree: 1 or 2, neutral/don't know: 3, disagree or disagree strongly: 4 or 5) on effectiveness and significance.

There were 9 possible responses and 4 performance outcomes: enhanced performance=1, no effect on performance (performance stayed the same: did not increase or decrease)=2, reduced performance=3, uncertain effect on performance (performance could increase, stay the same or decrease)=4.

The rationale of the 4 performance outcomes (inc. the positive or negative effect on performance) is shown in appendix 34. My experience from the appraiser and preliminary interviews guided the rationale.

The 9 possible responses and the 4 performance outcomes are shown in appendix 34.

## **6.4 - Interviews and Questionnaire**

### 6.4.1 - Covering Letters and Consent Forms for the Interviews and Questionnaire

Some of the words which are mentioned in the covering letters and consent forms for the interviews and questionnaire are clarified below:

- (i) Consent forms for the interviews and questionnaire: the title of the “Director General” was used even though at the time there was an “Acting Director General” and not a “Director General”. The official title of the “Director General” which is used under normal circumstances also covers any person who is appointed to act temporarily in the capacity of the “Director General” i.e. the “Acting Director General”.
- (ii) Covering letters for the interviews and questionnaire: the word “selected” in the phrase “.....you have been selected to participate in this research.....” did not mean that only some people were selected from the total population but it meant that all the population was selected to participate (distribution of the questionnaire to all the appraisees and conducting interviews with all the appraisers).
- (iii) Covering letter for the questionnaire: the word “trade unions” in the phrase “.....obtain the opinion of the employees and the trade unions.....” was not deleted even though by that time it was known to me (unlike the interviews) that the trade unions did not wish to grant an interview and express their opinion. It was possible however for the trade unions to have changed their mind and grant an interview at a later stage as the project was still in progress (the respondents were being informed about that possibility and about my intention for obtaining the trade unions’ opinion).
- (iv) Covering letter for the questionnaire: the reference which was made about the “.....library of the university.....” could have been expanded by explaining that the library was actually the Middlesex repository (<http://eprints.mdx.ac.uk/>) where my project report would go in digital form and be available to everyone to access. My advisor mentioned (during the feedback on the questionnaire) that this detail did not make a difference to the covering letter or the rest of the documents and it did not have to change unless I wanted to add this information. I did not add this information because I thought that it was enough for the participants to know that anyone could have access to my project report through the university irrespective of the medium of access.

### 6.4.2 - Translation

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

## Translation

### Translation

- the research documents of the interviews and questionnaire were translated into the Greek language
- the translation of the research documents was difficult and time consuming because the Greek terminology for the subject of performance appraisals was not readily available; despite this difficulty, the translation was meaningful (the participants mentioned that the translation was of a good standard and made sense)
- the notes during the interviews and the review of the questionnaires were taken in the English language; the translation into the English language (most of the interviews were conducted in the Greek language and most of the respondents completed the Greek questionnaire) was instantaneous; the translation was not time consuming or difficult because of the following reasons: the participants did not use any new terminology, the translation was conducted in free style (it would not be presented to others), the translation from Greek to English is easier than the translation from English to Greek
- there were differences between the English research documents and the Greek research documents because the English and Greek languages are different in relation to the grammar, syntax and vocabulary; the differences were necessary for purposes of providing meaning (a word for word translation would not make sense)
- the Greek research documents were not translated back to English (cross cultural research) not only because the research documents were circulated in both languages but also because nothing was lost in the translation (the couple of minor adjustments that were effected in the Greek documents were also effected in the English documents)
- there were variations between the translated research documents of the interviews and the translated research documents of the questionnaire because the interview and questionnaire collect data in a different way; the differences were necessary for purposes of providing accuracy and clarity (enhanced understanding) in the case of the questionnaire (lack of interaction and explanation)
- the preparation stage for the questionnaire was in general more time consuming and complicated than the execution stage whereas the execution stage for the interviews was in general more time consuming and complicated than the preparation stage (questions) because of the interaction with the participants (explanation, discussion, alertness, concentration) which was present during the interviews but not during the questionnaire
- the questionnaire (a completion document) had to be more clear and accurate than the questions of the interviews (not a completion document) not only because of the lack of interaction but also because the prospective respondents were less knowledgeable and experienced than the prospective interviewees (the prospective respondents had a shorter experience and only from the capacity of the appraisee).

I translated the covering letters, the consent form and the interview checklists into Greek (see appendices 9, 11, 13, 15, 17, 19, 21 and 23). The translation was time consuming and difficult because the Greek terminology about performance appraisals (technical and specialised terminology) was not readily available and I had to spend time in thinking and choosing the right words and phrases (from a number of alternatives) according to the context.

Despite the above, I feel that I have managed to produce a meaningful translation and this was also confirmed by the interviewees who mentioned that the translation was of a good standard and made sense (even though most of the interviews were conducted in Greek, the interviewees reviewed both the Greek and English documents).

Even though most of the interviews were conducted in Greek, I was taking my notes in English (instantaneous translation) during the interviews. The translation in this case was not difficult or time consuming (unlike the translation of the covering letters/consent form/interview checklists) as the interviewees did not use new or unknown technical terminology. Therefore, the time taken to take my notes was approximately the same for both the English and Greek language conversations even though the latter were translated. In addition, it was much easier to translate in free style and take notes on the central theme of a conversation (for purposes of further analysis) rather than to strictly translate a conversation which will be presented to other people; it was also easier for me to translate from Greek to English rather than the other way around.

The translation for purposes of the questionnaire (covering letter, consent form, questionnaire: see appendices 25, 27 and 29) was the same (in terms of syntax, terminology, etc.) as that performed for the interviews since the questions were more or less the same. Therefore, the questionnaire translation was not as time consuming and difficult as the interviews because a lot of the translation work had already been performed during the interviews (the Greek technical terminology was already available).

As in the case of the interviews, I feel that I have managed to produce a meaningful translation and this was also confirmed by some of the respondents who mentioned that the translation was of a good standard and made sense (even though most of the respondents responded in Greek, they apparently reviewed both the Greek and English documents).

Even though most of the questionnaires were completed in Greek, I was taking my notes in English (instantaneous translation) during the review of the completed questionnaires. The translation in this case was not difficult or time consuming (easier and less time consuming than the translation of the covering letter/consent form/questionnaire) as the respondents did not use new or unknown technical terminology. Therefore, the time taken to take my notes was approximately the same for both the English and Greek language comments even though the latter were translated. In addition, it was much easier to translate in free style and take notes on the central theme of a text (for purposes of further analysis) rather than to strictly translate a text which will be presented to other people; it was also easier for me to translate from Greek to English rather than the other way around.

My consultant advised me (during his feedback on the questionnaire) to have the Greek version translated back into English so as to ensure that nothing was lost in the translation process (a common technique utilised by cross-cultural researchers). I believe that such a technique becomes more useful and relevant when the research documents are circulated only in one language (i.e. the language the documents are translated into). In the case of my project, the translation back into English was still relevant but not as relevant as above because all the documents (for the interviews and



questionnaire) were circulated in both languages and as mentioned above, the interviewees and questionnaire respondents reviewed the documents in both languages (the translation becomes irrelevant).

There was no need to translate the Greek version back into English since I made sure that nothing new was added in the Greek version apart from very few minor amendments related to the format etc. which were effected in the English version also. The only time that I had to translate back into English was for the consent form of the questionnaire when I realised that I made a mistake in the English version and I had to make a correction (i.e. “.....and to destroy any section or the whole of the completed questionnaire.....” instead of : “.....and to request that any section or the whole of the questionnaire is destroyed.....”).

As far as the language is concerned, the differences between the two versions were of minor importance and they were necessary for purposes of having the same meaning and emphasis in both versions; as such, nothing was lost in the translation process. Differences between the two versions were expected to take place because English and Greek are very different in terms of grammar, vocabulary, syntax, way of expression, idioms etc.. Therefore, a “word for word” translation was not always possible and the differences were necessary for purposes of having the right meaning in the right context. Some examples of these differences are listed in appendix 35 (the list is not exhaustive).

As mentioned earlier, the translation for purposes of the questionnaire was the same as that performed for the interviews apart from some minor syntax variations which were necessary for purposes of enhanced accuracy and comprehension. I wanted to spend the extra time on these variations because the enhanced accuracy and clarity would also enhance the effectiveness and efficiency of the research (the respondents would enjoy answering the questions since they would easily understand them and they would answer them quickly and correctly). These variations are listed in appendix 36.

The above variations, which were effected for purposes of enhanced accuracy and comprehension, were necessary because the questionnaire was not as interactive as the interviews. The lack of interaction meant that the questions had to be clear and accurate (after taking into account the expected reaction of the respondents) so that the respondents would easily understand and answer the questions by themselves i.e. I would not have a meeting with each respondent in which I could explain what each question meant (something that took place during the interviews).

Therefore, the questionnaire was more difficult to prepare for purposes of obtaining the required information because of the absence of interaction. The interview checklist on the other hand was easier to prepare for purposes of obtaining the required information and did not require the same level of accuracy and clarity as the questionnaire because it was not a “completion” document but only a helping guide for purposes of preparation for the discussion during the interview and in case the interviewees did not understand something I would explain it during the interviews (which I did in any case).

I believe that the above explains why the interviews are in general less straightforward and more time consuming during execution ((i)conducting the interviews: interaction, explanation and elaboration on qualitative data especially when the interviewees provide a lot of information, (ii)post-interview activities: transcription, feedback and corrections) rather than during preparation (drafting the interview checklist) and the questionnaires are less straightforward and more time consuming during preparation (drafting the questionnaire: accuracy and clarity of the language, format and structure due to the lack of interaction, explanation and elaboration) rather than during execution (distribution and collection of the questionnaires).

The interaction makes the interviews a quite stressful exercise as it requires the researcher to be alert at all times but it can also make them pleasant and enjoyable. This feeling was actually experienced during the interviews but not as much during deskwork activities as the latter are usually more relaxed and lonely exercises.

In addition to the level of interaction, the level of knowledge and experience of the participants in relation to the subject under investigation affects the required level of accuracy and clarity. In the case of my project, the questionnaire required more accuracy and clarity than the interview checklist because the interviewees had an experience with the current PAS from the capacity of both the appraiser and the appraisee whereas most of the questionnaire respondents had an experience with the current PAS (in most cases shorter than that of the interviewees) only from the capacity of the appraisee.

#### 6.4.3 - Consultation with CTO during the Project

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Consultation with CTO during the Project

<p><u>Consultation with CTO During the Project</u></p> <ul style="list-style-type: none"> <li>-communication with the Management about the progress of the project and Management approval of the research documents for the interviews and questionnaire</li> <li>-the cost of the doctorate programme was not subsidised by CTO because according to the Board of Directors the subject was not directly related to my tasks; the subsidisation of the programme (which was not costly) was possible and beneficial because the project would examine the PAS and provide solutions (the need for the change of the PAS was established in the past by CTO) and would be undertaken by an insider researcher (knowledge and commitment)</li> <li>-remarks of the Board of Directors in relation to the interviews: my subordinates should not have been interviewed, the organisational resources should not have been used, the interviews should have been conducted after office hours</li> <li>-my views in relation to the above remarks: my subordinates were interviewed for purposes of statistical significance and their participation was approved by the Management, the use of organisational resources by the employees was a common practice and their cost was negligible, the interviews were conducted after office hours according to the Management conditions</li> <li>-gossip and accusations which were made by certain colleagues during the interviews: I was not doing any work because I was working exclusively on the project, I was asking my colleagues to conduct my own research</li> <li>-my views in relation to the above gossip and accusations: I am hardworking and everybody knows that, ignorance about the nature of the interviews (fieldwork) and</li> </ul>
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the work which is performed by a researcher before and after the interviews; in addition, the above gossip and accusations were contradictory i.e. if I was working exclusively on the project it meant that I was conducting my research and I did not need to ask my colleagues to conduct my own research

- remarks of the Board of Directors in relation to the questionnaire: the true cost of the organisational resources that I used should be verified as it was estimated to be higher than the amount that I paid, I should not call my colleagues during office hours and ask them to complete the questionnaire, possibility for a disciplinary action against me in case I continued working on the project during office hours
- my views in relation to the above remarks: organisational resources: I was not planning to use the organisational resources but I did for convenience purposes and I paid for them, the amount that I paid was based on the information provided by the administration department, the true cost was verified and it was higher than the amount that I paid (the difference was immaterial), I was not requested to pay the difference, communication with my colleagues: my colleagues were not asked to complete the questionnaire (their participation was not compulsory) but they were only advised about the extension of the deadline in case they were planning to complete the questionnaire, I was calling my colleagues during office hours because it was not possible to call them after office hours, the communication between colleagues during office hours is a common practice irrespective of the subject that is discussed, I stopped calling my colleagues before the remarks were made because by that time I managed to communicate with them, disciplinary action: there were no grounds for a disciplinary action because I was working on the project after office hours
- the lack of support and encouragement by the Board of Directors which was expressed through their remarks was disappointing and frustrating; they were undermining and penalising me instead of appreciating my honesty, integrity and commitment and my initiative for organisational improvement
- even though the remarks of the Board of Directors were not so serious so as to dominate or hinder the research process/output/activity, they required extra time and attention; the remarks could possibly have been prevented if I acted differently; I should have been more proactive by considering the possibility of the lack of support by the Board of Directors so as to find ways to avoid that; I should have acted in a way that would promote the optimal scenario of full support by the Board of Directors e.g. my communication with the Management and the Board of Directors about the project should have been more frequent, the rationale of the research activity should have been communicated and supported with convincing arguments.

Before the commencement of the interviews, I updated the Acting Director General (June 2010) about my project and I provided him with a copy of my proposal and learning agreement which was signed by the Ex-Director General. I also informed him that I was planning to conduct a number of interviews with the Trade Unions (all of the Trade Union representatives) and the employees (all of the appraisers and a few preliminary interviews with the appraisees {with or without subordinates} before preparing the questionnaire). I also provided him with copies (in English and Greek) of the covering letters, interview checklists and consent form that I was going to distribute to the interviewees for purposes of approval. He found the project very interesting, he wished me good luck and he said that he was looking forward to the findings of the project.

Before the distribution of the questionnaire, I updated the Acting Director General (November 2011) about the progress of my project and about my intention to distribute the questionnaire and I provided him with copies (in English and Greek) of the questionnaire, the consent form and the covering letter for purposes of approval. I explained that the documents would be distributed to all the permanent employees who were appraised under the current PAS for purposes of obtaining their opinion from their capacity as an appraisee. It was emphasised that it was important to distribute the documents to all the appraisees for purposes of statistical significance (the total population was not too large; minimising non-response bias).

Even though according to the Ex-Director General, CTO was prepared to pay for 50% of the cost of the DProf programme (subsidisation of 50% of the cost was done in the past with other CTO employees; one of them was also a Middlesex University student), the Board of Directors had finally decided not to approve the subsidisation of the programme (I paid for the total cost). The subject of performance appraisals was not considered by the Board of Directors as directly related to my duties/tasks, despite the fact that one of my duties is to conduct appraisals for the staff under my supervision (possibly if I was investigating a subject on accounting or financial management, which is more directly related to my duties/tasks, my project would be subsidised).

I believe that the subsidisation of the programme was possible because there was a need for changing the current PAS. This need was emphasised on several occasions by the current and previous Boards of Directors. In addition, the current PAS was one of the aspects which were investigated in the past (on two occasions) by external consultants. The first study was conducted in 1993 and the second one in 2010 but none of them have led to any changes in relation to the current PAS or any other aspect which was investigated. The first study was considered superficial because it focused only on the consequences/symptoms, it did not elaborate on the causes and it did not propose any solutions. The second study was terminated before it was completed (indefinite interruption) because the following issues were questioned: the usefulness of the study, the methodology employed during the study and the process used to select the external consultants.

For the first time, my project made the first step towards the change of the current PAS and CTO could subsidise it not only because it was something necessary and beneficial but also because it was a cheaper option than hiring external consultants to carry out such work. Besides, an insider researcher was expected to do a better job than an external consultant because of the insider knowledge and experience of the organisation and the PAS.

Despite the advantages of my project, the Board of Directors had decided to hire external consultants (through a tender competition) who would conduct a study for purposes of changing the current PAS (introduction of the 360 degree feedback method); however, this study has not been conducted. Another study has been conducted recently by external consultants in relation to the restructuring of the activities of CTO but the current PAS has not been examined.

The Board of Directors made the following remarks in relation to the interviews as a result of the complaint which was made by one of the Board members who must have been influenced by the gossip and accusations which were made by certain colleagues: -the employees' working time should not have been taken up with my interviews i.e. they should not have been conducted during office hours

-the organisation's resources (photocopier/printers, envelopes, messengers, etc.) should not have been used for the interviews (as the project was conducted by me and not by CTO)

-my subordinates should not have given an interview.

The above activities were considered as unacceptable and had to be terminated with immediate effect.

As far as the first remark is concerned, I had already advised the interviewees that the interviews would have to be conducted after office hours according to the condition which was set by the Acting Director General which was communicated to me before the above remarks were made (the interviews were conducted after office hours; see relevant subsections for more details).

As far as the second remark is concerned, I had already used the organisation's resources before the above remarks were made. I did not think that such an action would cause a problem because everybody uses the organisation's resources for personal purposes (e.g. using the printer/photocopier to print/copy personal documents). Besides, the organisation's resources would be used to a very small extent (negligible cost) as the interviewees were not many (this was actually the case).

As far as the third remark is concerned, I had already explained to the Acting Director General (before the above remarks were made) that my subordinates could not be excluded from the sample because of the statistical significance that was necessary (the interviewees were not many; see relevant subsection for more details). The Acting Director General agreed with the above especially in light of the fact that only a couple of my subordinates would be interviewed (this was actually the case).

Some of the gossip and accusations which were made by certain colleagues (see above) were the following (they were communicated to me by other colleagues):

-being busy with my project meant that I was not doing any work

-asking from my colleagues to give an interview meant that I was asking them to conduct the project for me.

As far as the first allegation is concerned, all my colleagues knew that I always work hard (before and during my project) because my work is evidenced by the results that I produce and the hours that I spend at the office. When I talked to the Acting Director General about it he told me not to worry about it because none of the colleagues believed such an allegation as they knew me better than that.

As far as the second allegation is concerned, it was obvious that the colleagues who made the accusations were not aware of what a research meant i.e. obtaining the opinion of the participants about a certain issue through interviews or questionnaires (fieldwork) is part of the researcher's work and that does not mean that the participants do the work for the researcher. They were also not aware that a researcher carries out a lot of work before the fieldwork and a lot of work after the fieldwork.

The Board of Directors made the following remarks in relation to the questionnaire as a result of the complaint which was made by one of the Board members (the same Board member who complained about the interviews):

-I should compensate CTO because the organisation's resources should not have been used for my questionnaire

-the Acting Director General should verify the true cost of the consumables (the amount that I paid for compensating CTO was challenged) because the amount that I paid was lower than the cost which was usually quoted in the tender documents of the Accountant General Office

-the Acting Director General should ascertain the cost of the fax transmissions and the taxi service in relation to the documents which were sent to the employees based abroad and in other cities respectively (the amount that I paid did not include these costs). Nothing was mentioned about the cost of the distribution of the documents to the employees based at the headquarters simply because there was no cost for it i.e. the messengers (internal mailing system) delivered my documents together with other work documents

-the Board of Directors was disappointed and frustrated because I did not obtain authorisation before proceeding to certain activities and I was working on the project during office hours e.g. I was calling the respondents to ask them to complete the questionnaire etc.. My attitude/conduct should have been exemplary because of the position I held (chief accountant). Any work which concerned my project should have been conducted after office hours and in case it was established again that my project was conducted at the expense of my work duties and obligations the Board of Directors would proceed with disciplinary action against me.

As far as the first remark is concerned, I was not planning to use the organisation's resources during the questionnaire activity (I would use my own resources) for purposes of avoiding any tension and complaints by any of the Board members (see interviews above). Despite this intention, I used the organisation's resources for purposes of convenience. I was planning to pay for the resources that I used (consumables: paper, copies, clips, staples and envelopes) even though their cost was immaterial for the same reason as above. In the meantime, the Board member made the complaint and the remark of the Board of Directors was communicated to me by the Acting Director General. I explained to the Acting Director General that I was planning to pay for the consumables. I paid for the consumables after the Administration department advised me on how much they cost (the amount was immaterial).

As far as the second remark is concerned, the cost was verified by the Internal Audit department according to the instructions of the Acting Director General. The amount that I paid was slightly lower than the verified cost (an immaterial difference) due to wrong information which was given to me by the Administration department about the cost of some of the consumables. I was not requested to pay for the difference. Both the Acting Director General and I were angry and frustrated about this development because the time spent for this issue was so much higher than the cost of the consumables (loss of value for money).

It was obvious that the particular Board member was only trying to undermine me and my project since everybody knew that it would have been too stupid or naïve on my behalf to try and conceal the true cost which was so immaterial in any case; in addition, my honesty and integrity did not allow such an approach. It was natural for me to be disappointed with the attitude of the Board of Directors because instead of appreciating and encouraging my efforts (my project report would be submitted to CTO at no cost for purposes of changing the PAS and enhancing employees'

performance - value for money) they were fighting and penalising me. They were penalising an employee with unquestionable integrity and commitment, who is working too hard (unpaid overtime) without asking for recognition or compensation and who never takes advantage of or abuses her power for personal interest. Fortunately, the Acting Director General's attitude in relation to the above was professional and supportive and I thanked him for his understanding and support.

As far as the third remark is concerned, the cost of the fax transmissions and the taxi service was calculated by the Internal Audit department according to the instructions of the Acting Director General. The amount that I paid did not include the above cost due to wrong information which was given to me by the Administration department. I was not requested to pay for the above cost which was immaterial in any case. The Administration department advised me that all the faxes sent to the offices abroad did not cost anything because the fax lines were the same as the phone lines (the phone calls and faxes to the offices abroad and the offices in other cities were not costing anything because the telecom system was treating such communication as internal communication). According to the investigation of the Internal Audit department, the fax on my floor was not using the above phone lines but a separate phone line which was chargeable. The wrong information which was given to me by the Administration department was caused by a misunderstanding between certain employees of the Administration department (i.e. when the IT section was asked by the Registry section if the faxes cost anything the former referred to what was happening with most of the faxes and did not specify that the fax on my floor was using a separate phone line which was chargeable). The Administration department advised me that the taxi service did not cost anything because the project documents were delivered by the routine taxi service since I asked them to use the routine taxi service instead of a special taxi service i.e. the delivery of the project documents would not cost anything as the documents would be delivered to a certain city/destination together with work documents. According to the investigation of the Internal Audit department, the project documents were delivered by a special taxi service which was chargeable. The special taxi service was used because of a misunderstanding between certain employees of the Administration department (i.e. when the messengers were asked by the Registry section to use the taxi service the former assumed that the project documents were work documents but they had to be delivered by a special taxi service).

As far as the fourth remark is concerned, I stopped calling the respondents as I did not want to aggravate the situation and in any case by that time I had already called all the respondents I was planning to and I managed to talk to most of them.

When I was calling the respondents I was not asking them to complete the questionnaire (not coercing them); I was only reminding them about it and advising them about the extension of the deadline (see relevant subsection for more details). It was not possible to call the respondents after office hours as they were not in. I did not send an email to the respondents and I called them instead for purposes of personal touch.

The reference to disciplinary action was unnecessary since there were no grounds for such an action i.e. there was no evidence for the allegations which were made (working on the project during office hours). It seems that the reference was made only for purposes of intimidating me because I was not working on the project during

office hours but only after office hours. I was honouring in full my work duties/obligations; in fact, I was working both during and after office hours. In addition, they could not stop me from calling any colleague of mine and from having a conversation even if that concerned my project (it is common in many work environments for colleagues to waste time by talking to each other about anything but work).

#### 6.4.4 - Internal Consistency and Corrections

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Internal Consistency and Corrections

##### Internal Consistency and Corrections

-the internal consistency of the answers of both the interviewees and the questionnaire respondents was important for purposes of validity and reliability

-the interactive nature of the interviews prevented any mistakes and inconsistencies as the internal consistency of the interviewees' answers was checked and maintained during the interviews and the activity of feedback

-the internal consistency of the respondents' answers was checked after the collection of the questionnaires; the internal consistency could not be checked during the collection of the questionnaires due to the non-interactive nature of the questionnaire

-the mistakes and inconsistencies in the respondents' answers that were identified through the consistency checks that were performed were not material but they undermined the validity and reliability of the respondents' answers; therefore, the mistakes and inconsistencies were corrected so that the data provided by the respondents would be valid and reliable; the corrections enhanced the consistency between the findings of the interviews and the findings of the questionnaire but not materially because the corrections were not material; the consistency checks were more time consuming than the corrections as the former were related to all the questions and respondents whereas the latter were related only to certain questions and respondents; the corrections could have been avoided but the consistency checks would still need to be performed for purposes of assessing the validity and reliability of the data

-the internal consistency (logical reasoning) of the respondents' answers was inadvertently compromised by the respondents most probably because they were not reading the questions and definitions carefully in an effort to complete the questionnaire as fast as possible; the nature of the mistakes and inconsistencies support this argument since they indicate that the careless mistakes and inconsistencies could have been avoided if more time was spent to read and answer the questions; the nature of the mistakes and inconsistencies do not indicate that the mistakes and inconsistencies could not have been avoided it because the respondents did not understand the questions; the respondents could understand the questions because they were clear and well presented (these respondents must have understood these questions in the same way as they understood the rest of the questions which they answered without being internally inconsistent, the rest of the respondents understood these questions since they answered them without being internally inconsistent)

-the corrections of the mistakes and inconsistencies were effected in a way which minimised bias (triangulation and consistency) i.e. consideration of the following reasonable factors for every correction that was effected: the highest and 2<sup>nd</sup> highest frequencies (individual and total: of a specific respondent and of all the respondents),



the respondents' comments and answers to other questions or other parts of the same question, the interviewees' answers, my insider knowledge and experience.

The internal consistency of the participants' answers was important so that the participants' answers would be based on logical reasoning and make sense and would not contain inconsistencies or contradictions which undermine the validity and reliability of the data.

In addition, the internal consistency of the participants' answers was necessary because the factors of an effective PAS (the themes and sub-themes which are reflected in the questions) are by nature interdependent and based on logical consistency e.g. consistency of participation with other themes and sub-themes (e.g. goals, feedback, measurement), e.g. consistency of the appraisal teams with other themes and sub-themes (e.g. the 360 degree feedback method), e.g. consistency of the distortion of ratings with other themes and sub-themes (e.g. assessment on the basis of performance or personality).

The internal consistency of the interviewees' answers was checked and corrections were made where appropriate after obtaining the interviewees' permission both during the interviews and during the stages of transcription and feedback.

The approach that was followed for the interviews was not possible in the case of the questionnaire due to its non-interactive nature. As the internal consistency of the respondents' answers was necessary for purposes of the validity and reliability of the data, several consistency checks were performed (for all the questions in the questionnaire).

Inconsistencies and errors were identified and some corrections were made for purposes of enhancing the validity and reliability of the data (some of the corrections are also discussed in chapter 7).

The actual collected data set was not materially changed by the corrections since the effect that the corrections had on the respondents' answers was only 6% (all the corrections/all the respondents' answers= $189/3348=6\%$ ; 36 questions affected by corrections\*93 respondents=3348; the effect increases to 7% when the questions which were not compulsory are excluded from the denominator:  $189/2883=7\%$ ;  $3348-465=2883$ ).

It was not considered necessary to correct the inconsistencies which were not material in relation to the overall findings for each theme or sub-theme as they did not undermine the validity and reliability of the data (these inconsistencies have not been documented in the project report due to their non-significance).

The purpose of the corrections was not the consistency of the respondents' answers with my expectations and beliefs (bias) but the internal consistency of the answers of each respondent. This internal consistency was inadvertently compromised by some respondents as it was obvious that they made mistakes most probably because they were trying to complete the questionnaire as fast as possible.

The corrections were effected in a consistent manner because the following factors were taken into account for all the corrections of the data:

- the highest or 2<sup>nd</sup> highest frequencies of all the respondents' answers to a statement/question and/or of the individual respondent's answers to all the belief or current situation statements
- the actual comments made by the respondents and/or their answers to other statements/questions
- the interview findings
- my knowledge and experience about the organisation, the PAS, the work and the respondents.

The 2<sup>nd</sup> highest frequencies were adopted whenever it was not possible for the highest frequencies to be adopted.

The frequencies were also used to support the answers that were not corrected and were related/linked to the answers that were corrected i.e. the highest or 2<sup>nd</sup> highest frequencies were adopted on the basis of the answer that was not corrected (adopted when they coincided with the answer that was not corrected).

The lack of clarity in the questions which can lead to misunderstanding could have explained the above inconsistencies and errors (especially when they are frequent as in the case of the linked and interrelated statements-see appendix 39). I believe that the lack of clarity is not applicable to the case of the above inconsistencies and errors because the questions were very clear.

According to my opinion, the types of inconsistencies and errors indicate that some of the respondents did not read all the questions (inc. the brief explanations) and/or definitions carefully and/or they made some careless mistakes in an effort to complete the questionnaire as fast as possible e.g. they inadvertently disagreed with the statement of "I believe that recognition motivates performance improvement", the statement of "I believe that distortion of ratings should not take place", the statement of "I want to be rewarded with monetary rewards" and the statement of "I want to be rewarded with non-monetary rewards".

The above reason could also explain some of the non-response cases i.e. some of the respondents inadvertently missed some of the questions in an effort to complete the questionnaire as fast as possible. The non-response in the case of the "agree/disagree" statements does not indicate that the respondents did not know how to answer because if that was the case they would have circled no. "3" ("neutral/don't know") instead of not responding.

The fact that certain respondents were inconsistent across different consistency checks (repetition of contradiction and logical inconsistency) also indicates that the respondents did not read all the questions and/or definitions carefully and/or they made some careless mistakes in an effort to complete the questionnaire as fast as possible. The repetition of inconsistencies does not indicate that these respondents were logically inconsistent simply because they did not believe in the factors of an effective PAS (interdependent and logically consistent). Even if the respondents did not believe in the factors of an effective PAS (interdependent and logically consistent), their answers would still need to be logically consistent and make sense for purposes of validity and reliability.

Possibly the only mistakes which were not made for the same reason as above were some of the mistakes that were made in the part of the demographic features i.e.

certain respondents might have intentionally selected the wrong options so as to avoid being identified.

#### 6.4.5 - Analysis

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Analysis

##### Analysis

-the analysis of the interviews was time consuming and complicated not only because of the nature of the qualitative analysis but also because the themes were interrelated and interdependent; the analysis commenced as soon as the data collection was completed (minimum time lag between the two activities) so as to be in a position to remember what was discussed during the interviews; at a certain stage, the analysis of the interviews was conducted at the same time as the analysis of the questionnaires since the issues under investigation were the same; the analysis of the interviews also includes the quantitative analysis which was conducted for the quantitative data that were provided; the interview methodology and activity were documented after the interviews were conducted (they could not be documented during the interviews due to lack of time) and at the same time as the documentation of the questionnaire methodology and activity (many of the issues were common)

-the questionnaire activity commenced before the completion of the analysis of the interviews which was time consuming (minimum time lag between the conduct of the interviews and the completion of the questionnaires) so as to be in a position to remember what was discussed during the interviews and use that knowledge for the questionnaire (informed) and also to avoid investigating differences of opinion between the interviewees and the respondents which might have arisen purely from the differences in the circumstances that might have existed at different points in time

-the analysis of the questionnaires was not expected to be time consuming or complicated because of the nature of the quantitative analysis; however, the analysis was time consuming because of certain preliminary activities which were necessary (consistency checks, mistakes/inconsistencies, corrections); the analysis commenced as soon as the data collection and the above activities were completed and not during the data collection because of the nature of the quantitative analysis; at a certain stage, the analysis of the questionnaires was conducted at the same time as the analysis of the interviews since the issues under investigation were the same; the analysis of the questionnaires also includes the qualitative analysis which was conducted for the qualitative data that were provided; the questionnaire methodology and activity were documented both during and after the collection of the questionnaires (they could be documented during the collection due to availability of time) and at the same time as the documentation of the interview methodology and activity (many of the issues were common)

-the answers of both the interviewees and the respondents were based on informed decision making i.e. the questions of the interviews and the questionnaire were clear and well presented and definitions and clarifications were provided so as to enhance the participants' understanding who were not very familiar with the subject of performance appraisals; however, the interviewees' decision making was inherently more informed than that of the respondents due to interaction (explanation, in-depth discussion); in addition, some respondents might not have read the explanatory comments and definitions carefully in an effort to complete the questionnaire as fast as possible whereas all the comments and definitions were explained and discussed

with the interviewees; the interaction, explanation and discussion with the interviewees clarified the vague answers which caused uncertainty whereas the uncertainty caused by the non-response cases and the “neutral/don’t know” answers of the respondents could not be clarified due to the non-interactive nature of the questionnaire; despite the above inherent drawbacks of the questionnaire, the questionnaire is an acceptable data collection method in terms of the validity and reliability of most of the data which are collected especially when the findings are triangulated with the findings of other data collection methods such as the interviews (as in the case of the project).

The analysis of the interviews (inc. the theme analysis) was expected to be time consuming since qualitative analysis is most of the times a complex activity. In particular, the theme analysis for my project was time consuming because the performance appraisal themes (factors) are by nature interdependent. In addition, it was common for the interviewees to talk about other themes also when they were asked to express an opinion about one particular theme (since the themes are by nature interdependent).

The analysis of the questionnaires was easier than the analysis of the interviews since quantitative analysis is by nature more straightforward than qualitative analysis. However, it was not less time consuming because, before performing the statistical tests, I had to spend a considerable amount of time on certain preliminary activities which were necessary i.e. deciding what statistical tests to carry out and what consistency checks to perform, identifying errors and inconsistencies and correcting the data (the interactive nature of the interviews minimised the frequency of errors and inconsistencies since they were identified and corrected during the stages of the interviews, transcriptions and feedback).

I started analysing the interview data (theme analysis) as soon as the data collection activity was complete (interviews, transcriptions, feedback and corrections); an approach which facilitated the theme analysis since the information collected was still fresh in mind (this was not relevant for the questionnaire data since all the information was in the questionnaires and I did not have to recall any communication with the respondents).

I started analysing the questionnaire data (inc. the statistical analysis) as soon as the data collection activity was complete. In any case, I could not proceed with the statistical analysis before the data set was complete (there was no point in performing the statistical tests with data that would change). However, during the collection of the questionnaires, the data from the completed questionnaires were entered in excel so as to facilitate the data processing and analysis that would follow (both the qualitative and quantitative data).

Drafting the questionnaire concurrently with the activity of the interviews (inc. the theme analysis, project activity and methodology) was helpful for purposes of drafting an informed questionnaire as the results of the activity of the interviews were still fresh in my mind. In addition, I could not draft, distribute and collect the questionnaires after the analysis of the interviews was complete as the analysis was taking time and that would mean that the time lag between the conduct of the interviews and the distribution/collection of the questionnaires would be too long.

According to my opinion, it is easier when all the subjects of the population or sample are investigated at the same time so as to avoid investigating differences of opinion which arise purely from the differences in circumstances that exist at different points in time (this was the case for the appraisal teams-see chapter 7 for details).

The analysis of the interviews was postponed for a while (the theme analysis had been drafted) since it was going to be revisited (finalising the theme analysis and drafting the rest of the analysis) in any case after the questionnaires would be distributed, collected and analysed. The analysis of the interviews and questionnaires would be synthesised (triangulating the findings of both activities) for purposes of drawing conclusions. In addition, completing first the analysis of the questionnaires seemed an easier endeavour because the quantitative analysis for the questionnaires was expected to be more straightforward than the qualitative analysis for the interviews (even though in the case of the interviews the sample was smaller than that of the questionnaires).

The project activity and methodology in relation to the interviews were documented after the interviews were completed. I was taking notes about my reflections on the project activity and methodology during the interviews but the interactive nature of the interviews did not allow me to type out my notes and elaborate on them (being too busy with the interviews, transcriptions, feedback and corrections).

The project activity and methodology in relation to the questionnaires were documented both during and after the distribution and collection of the questionnaires. I could type out my notes and elaborate on them during the distribution and collection of the questionnaires because I had more time at my disposal (not much interaction with the respondents).

At a certain stage, I was documenting the project activity and methodology in relation to both the interviews and questionnaires; this approach proved helpful and efficient since many issues were common.

The interviewees' answers were based on informed decision making due to the interaction, explanation and in-depth discussion which took place during the interviews.

The answers of the questionnaire respondents were also based on informed decision making (comprehensive, clear and accurate questions which were supported by explanatory comments and definitions) but to a lesser extent than the answers of the interviewees because of the lack of interaction, explanation and discussion during the completion of the questionnaire. In addition, some respondents might not have read the explanatory comments and definitions carefully in an effort to complete the questionnaire as fast as possible whereas all comments and definitions in the interview checklist were explained and discussed with the interviewees.

The interaction, explanation and discussion with the interviewees clarified the vague answers which caused uncertainty whereas the uncertainty caused by the non-response cases and the "neutral/don't know" answers of the questionnaire respondents could not be clarified due to the non-interactive nature of the questionnaire.

Despite the above inherent drawbacks of the questionnaire, the questionnaire is considered as an acceptable data collection method in terms of the validity and reliability of most of the data which are collected (see chapter 5 for details) especially when the findings are triangulated with the findings of other data collection methods such as the interviews (as in the case of the project).

#### 6.4.6 - The Participants

According to the data of the interviews and questionnaire, the participants for the interviews were mostly appraisers and the participants for the questionnaire were mostly appraisees. The actual breakdown between the appraisers and appraisees is shown below:

-25/35=71% of the interviewees were appraisers (25 appraiser interviews: 19 supervisors/superiors who appraised all their subordinates + 6 supervisors/superiors who appraised some of their subordinates=25; 10 supervisors/superiors appraised people they did not supervise) and 10/35=29% of the interviewees were appraisees (10 preliminary interviews: 5 supervisors/superiors who did not appraise their subordinates + 5 subordinates). [25+10=35].

-60/89=67% of the questionnaire respondents were appraisees (53 subordinates + 7 supervisors/superiors who did not appraise their subordinates=60) and 29/89=33% of the questionnaire respondents were appraisers (18 supervisors/superiors who appraised all their subordinates + 6 supervisors/superiors who appraised some of their subordinates + 5 supervisors/superiors who appraised other people but not their subordinates=29). [36 supervisors + 53 subordinates=89; 93respondents-4non-response cases in the supervision/appraisal status questions=89].

At the time of distributing the questionnaire, the number of subordinates was 150 (53/150=35%), the number of supervisors/superiors who did not appraise their subordinates was 23 (7/23=30%) and the number of appraisers was 45 (29/45=64%). [valid population under investigation: 150+23+45=218] [total number of employees: 156+24+45=225].

At the time of conducting the interviews, the number of subordinates was 150 (5/150=3%), the number of supervisors/superiors who did not appraise their subordinates was 24 (5/24=21%) and the number of appraisers was 47 (25/47=53%). [valid population under investigation: 47appraisers - 15non-valid appraisers=32 valid appraisers] [total number of employees: 150+24+47=221].

#### 6.4.7 - Statistical Significance of the Findings of the Questionnaire and the Interviews

Even though certain participants participated both from the capacity of the respondent and the capacity of the interviewee, the statistical significance of the findings of the questionnaire and the interviews was not undermined (due to double counting) because during the appraiser interviews these participants provided information from the capacity of the appraiser and appraisee and during the questionnaire they provided information only from the capacity of the appraisee. In the case of the preliminary interviews, the participants provided information from the capacity of the appraisee (and in some cases from the capacity of the superior/supervisor as well) but due to the small size of the sample the statistical significance was not affected.

#### 6.4.8 - Quantitative Analysis (Statistical Techniques)

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

##### Quantitative Analysis (Statistical Techniques)

<p><u>Quantitative Analysis (Statistical Techniques)</u> -the statistical techniques that were used for analysing the interviews and questionnaires are the following: frequency distributions, absolute and valid percentages, mean (average and weighted average): quantification of the participants' answers to the research questions/objectives, quantification of the demographic</p>
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features of the participants

-the above statistical techniques were necessary and sufficient for purposes of critical analysis and interpretation of the findings and there was no need to use the following complicated statistical techniques which I was planning to use: cross tabulations, correlation, regression analysis; these statistical techniques would be used so as to find out whether the demographic features of the participants influenced their views

-the latter statistical techniques were not necessary and would not enhance the critical analysis and interpretation of the findings with new insights because most of the participants shared the same views (see chapter 7) but their demographic features were different (see demographic analysis in sub-subsection 6.4.8.1) i.e. the demographic features of the participants did not influence their views since the differences in their demographic features were not reflected in their views which were the same; the latter statistical techniques would still not be necessary if the views of the participants were different but their demographic features were the same i.e. the demographic features of the participants would not be influencing their views since the similarities in their demographic features would not be reflected in their views which were different

-the latter statistical techniques would be necessary if the views of the participants were different and their demographic features were different or if the views of the participants were the same and their demographic features were the same i.e. the demographic features of the participants would be influencing their views since the differences or similarities in their demographic features would be reflected in their views which were different or the same; the statistical techniques would be used (through the SPSS) only for purposes of analysing the quantitative data.

Before the commencement of the project, I was planning to carry out various statistical tests and to use the statistical software SPSS (Cramer (1994), Babbie and Halley (1998/1995), university module guide) for purposes of speeding up the whole process. As mentioned earlier, I even practised the SPSS before I finalised the content of the questionnaire (before the 1<sup>st</sup> pilot) so as to make the actual computerised analysis as efficient and effective as possible. The statistical tests that I had in mind were the following: frequency distributions, absolute and valid percentages, mean (average and weighted average), median, mode, range, inter-quartile range, variance (standard deviation), cross tabulations (contingency tables) and correlation (degree of association), regression analysis.

However, after the completion of the interviews and the collection of the questionnaires and during the review of the data provided by the participants, I realised that, for purposes of the analysis of the data and the interpretation of the findings, only some of these statistical tests were necessary i.e. the frequency distributions, absolute and valid percentages and mean (average and weighted average). In addition, these statistical tests were simple in terms of execution and did not require the use of statistical software such as the SPSS since they could easily be executed manually (in addition, they were not many and the sample under investigation was not too large). In fact, it would have been more time consuming to run these statistical tests on the SPSS due to the time that would be required for setting up the data template, coding the variables etc.; this preliminary exercise would be worthwhile if the rest of the statistical tests mentioned above were carried out (more complicated statistical tests which require the use of the SPSS).

I believe that the statistical tests which were actually carried out were sufficient for purposes of highlighting the most important features of the data despite the fact that they were simpler, more convenient and less time consuming than the rest of the statistical tests mentioned above. However, I also believe that the insights from the analysis of the data and the interpretation of the findings would be enhanced (but not to a great extent) if the rest of the statistical tests mentioned above were carried out.

The statistical tests which were not carried out (median, mode, range, inter-quartile range, variance {standard deviation}, cross tabulations {contingency tables} and correlation {degree of association}, regression analysis) were concerned mainly with the demographic features of the participants.

For example, in the case of cross tabulations (contingency tables) and correlation (degree of association) the following relationships would be tested: each significance/belief variable (dependent variable) against each demographic feature (independent variable), each effectiveness/current situation variable (dependent variable) against each demographic feature (independent variable), each performance variable (dependent variable) against each demographic feature (independent variable), each assessment method variable (dependent variable) against each demographic feature (independent variable).

For example, in the case of regression analysis the following relationships would be tested: overall significance of all the factors of an effective PAS (dependent variable) and the demographic features (independent variables), overall effectiveness of the current PAS (dependent variable) and the demographic features (independent variables), overall effect on performance of the participants (dependent variable) and the demographic features (independent variables).

The quantitative data would be easily classified according to the participants' demographic features (e.g. a certain view supported only by men who were over 50 years old) by running the above statistical tests on the SPSS. The classification of the qualitative data according to the participants' demographic features would have been very difficult not only because it would need to be carried out manually but also because the qualitative responses of the participants would not be accurately matched unlike the quantitative responses i.e. the qualitative responses of certain participants were similar but not exactly the same or different but not entirely different.

The above statistical tests were not carried out because most of the participants (most respondents and most interviewees) shared the same views. There were no material differences among the respondents' views or among the interviewees' views and no material differences between the respondents' views and the interviewees' views since most respondents and most interviewees believed in the factors of an effective PAS, they believed that the current PAS was not effective and the performance of most of them was not enhanced. As the respondents and interviewees who had different views from most respondents and most interviewees were not many, it was not considered necessary to investigate the causes of this variance (relationship of the findings with the demographic features by running the statistical tests mentioned above).

In addition, the above statistical tests were not carried out because, according to the analysis of the demographic features of the respondents and the interviewees (see below), there were differences among the respondents' demographic features and



among the interviewees' demographic features and differences between the respondents' demographic features and the interviewees' demographic features despite the fact that most respondents and most interviewees shared the same views i.e. the demographic features did not really influence the views of the participants since the differences in their demographic features were not reflected in their views which were the same.

If the demographic features of most participants were similar or the same then it could be concluded (after running the statistical tests mentioned above) that the demographic features influenced the views of the participants since the similarities in their demographic features would be reflected in their views which were the same.

If there were material differences among the respondents' views or among the interviewees' views and material differences between the respondents' views and the interviewees' views then they would be investigated by running the statistical tests mentioned above. The investigation of the differences in this case would most probably show that the causes of the differences were the demographic features since the differences in the views of the participants would be supported by the existing differences in their demographic features (see below) i.e. the demographic features would be influencing the views of the participants.

If the demographic features of most participants were similar or the same then it would not be necessary to run the statistical tests mentioned above since the differences in the views of the participants would not be supported by the similarities in their demographic features i.e. the demographic features would not really be influencing the views of the participants.

#### 6.4.8.1 - Demographic Analysis

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

##### Demographic Analysis

##### Interviewees (Appraiser Interviews and Preliminary Interviews):

-the sample was representative of the total population (similarities) in relation to the following demographic features: department, position title, gender and high scale positions

-the representativeness of the sample in relation to the total population could not be established for the following demographic features: age, marital status, years of service, academic and professional qualifications (these demographic features were not part of the data that were provided for the total population because of the data protection act)

-the sample was stratified (almost all the categories of the demographic features were selected by the interviewees, the interviewees' demographic features were evenly spread among the categories)

-the differences among the interviewees' demographic features were more than the similarities.

##### Interviewees of the Appraiser Interviews Vs Interviewees of the Preliminary

##### Interviews:

-the differences between the demographic features of the interviewees of the appraiser interviews and the demographic features of the interviewees of the preliminary interviews were the following: department, position title, high scale positions, age, years of service, academic and professional qualifications

-the similarities between the demographic features of the interviewees of the appraiser

interviews and the demographic features of the interviewees of the preliminary interviews were the following: gender, marital status

- the differences were justified because the interviewees of the appraiser interviews were appraisers and the interviewees of the preliminary interviews were appraisees
- the similarities were also justified because the interviewees of the appraiser interviews were superiors/supervisors and some of the interviewees of the preliminary interviews were superiors/supervisors (some of them were only subordinates)
- the differences between the demographic features of the interviewees of the appraiser interviews and the demographic features of the interviewees of the preliminary interviews were more than the similarities not only because the interviewees of the appraiser interviews were appraisers and the interviewees of the preliminary interviews were appraisees but also because the sample (convenience sample) of the interviewees of the preliminary interviews was small (not representative of the total population: the smaller the sample the lower the probability for similarities with the total population) whereas the sample of the interviewees of the appraiser interviews was larger (more representative of the total population: the larger the sample the higher the probability for similarities with the total population); if the former sample was larger the similarities between the two samples would be more (the larger the sample the higher the probability for similarities)
- the similarities among the demographic features of the interviewees of the appraiser interviews were more than those of the interviewees of the preliminary interviews because in the case of the former interviewees the sample was larger (higher probability for similarities).

Respondents:

- the sample was representative of the total population (similarities) in relation to the gender
- the representativeness of the sample in relation to the total population could not be established for the following demographic features: age, marital status, years of service, academic and professional qualifications, position title, department (the age, marital status, years of service, and academic/professional qualifications were not part of the data that were provided for the total population because of the data protection act) (the position title and department were not part of the data that were collected from the respondents because they were not asked to provide this information according to the approval conditions of the management)
- the sample was stratified (almost all the categories of the demographic features were selected by the respondents, the respondents' demographic features were evenly spread among the categories)
- the differences among the respondents' demographic features were more than the similarities.

Interviewees Vs Respondents:

- the differences between the demographic features of the interviewees and the demographic features of the respondents were the following: gender, age, years of service
- the similarities between the demographic features of the interviewees and the demographic features of the respondents were the following: marital status, academic and professional qualifications
- the differences or similarities between the demographic features of the interviewees and the demographic features of the respondents could not be established in relation to the position title and department (the position title and department were not part of the data that were collected from the respondents because they were not asked to

provide this information according to the approval conditions of the management; the position title and department were part of the data that were collected from the interviewees)

-the differences were justified because the interviewees were mostly appraisers and the respondents were appraisees

-the similarities were also justified because some of the interviewees were appraisees and the respondents were appraisees; in addition, the interviewees were mostly appraisers and some of the respondents/appraisees were also appraisers

-the differences between the demographic features of the interviewees and the demographic features of the respondents were more than the similarities not only because the interviewees were mostly appraisers and the respondents were appraisees but also because the sample of the interviewees was smaller than the sample of the respondents (the smaller the sample the lower the probability for similarities); if the sample of the interviewees was larger the similarities between the two samples would be more (the larger the sample the higher the probability for similarities)

-the similarities among the demographic features of the respondents were more than those of the interviewees because in the case of the respondents the sample was larger (higher probability for similarities), the demographic features were fewer (lower probability for differences) (the position title and department were excluded) and the demographic features of the age and years of service were in ranges (higher probability for similarities).

#### Total Population at the Time of Conducting the Interviews (2010) Vs Total

#### Population at the Time of Distributing the Questionnaire (2011):

-the total population consisted of all the employees (including the Acting Director General) apart from the following: the employees who had less than six months work experience, an employee who was on secondment in the government, me, the non-permanent employees

-the demographic features of the total population at the time of conducting the interviews were almost the same as the demographic features of the total population at the time of distributing the questionnaire; these demographic features were the following: department, position title, gender and high scale positions

-the similarities or differences between the two populations could not be established in relation to the following demographic features: age, marital status, years of service, academic and professional qualifications (these demographic features were not part of the data that were provided for the total population because of the data protection act).

#### Participants (Interviewees and Respondents):

-the sample was representative of the total population (similarities) in relation to the gender

-the representativeness of the sample in relation to the total population could not be established for the following demographic features: age, marital status, years of service, academic and professional qualifications, position title, department (the age, marital status, years of service, and academic/professional qualifications were not part of the data that were provided for the total population because of the data protection act) (the position title and department were not part of the data that were collected from the respondents because they were not asked to provide this information according to the approval conditions of the management; the position title and department were part of the data that were collected from the interviewees)

-the sample was stratified (almost all the categories of the demographic features were selected by the participants, the participants' demographic features were evenly spread among the categories)

-the differences among the participants' demographic features were more than the similarities.

Demographic features of the interviewees (appraiser and preliminary interviews-see appendix 37)

It could be argued that the sample under investigation is stratified and representative of the total population because some of the demographic features of the interviewees are consistent with those of the total population. The similarities are the following:

- most of the interviewees (appraisers who held a high scale position) were men and according to the total population most of the high scale positions were held by men
- most of the interviewees were serving in the Administration Department, the Tourist Services and Quality Assurance Department and the Marketing Department and according to the total population most of the employees were serving in these departments
- the most dominant position titles which were held by the interviewees were those of the Senior Tourist Officer and the Tourist Officer 1<sup>st</sup> grade and according to the total population one of the most dominant position titles which was held by the employees was that of the Tourist Officer 1<sup>st</sup> grade.

The above comparison could not be performed for the rest of the demographic features because the data of the total population that I was provided with did not contain the features of the age, marital status, years of service and academic and professional qualifications of the employees (access to this information was not possible according to the Data Protection Act).

According to the demographic features of the interviewees, the sample under investigation is stratified (diversity of demographic features) because almost all categories of each feature were selected (wide range) i.e. gender=male and female, age=from 28 to 62, marital status=married, divorced and single, years of service=from 1 to 39, qualifications=from High School Certificate to Doctorate or Professional Title, position title=for most position titles, department=from all departments. In addition, the interviewees were to a certain extent evenly spread among the categories of each feature. Despite the differences among the interviewees' demographic features, some of the interviewees had similar features e.g. two interviewees had exactly the same features apart from the age (with only 1 year difference) and the department, e.g. two interviewees had exactly the same features apart from the years of service (with only 2 years difference), the academic and professional qualifications and the position title.

Comparison between the demographic features of the interviewees for the appraiser interviews and the demographic features of the interviewees for the preliminary interviews

The following are the similarities and differences between the demographic features of the interviewees for the appraiser interviews and the demographic features of the interviewees for the preliminary interviews:

- most of the interviewees for the appraiser interviews and most of the interviewees for the preliminary interviews were men
- the interviewees for the appraiser interviews held a higher scale position than the interviewees for the preliminary interviews

- the interviewees for the appraiser interviews were older than the interviewees for the preliminary interviews
- most of the interviewees for the appraiser interviews and most of the interviewees for the preliminary interviews were married
- the interviewees for the appraiser interviews had more years of service than the interviewees for the preliminary interviews
- the interviewees for the appraiser interviews were more educated than the interviewees for the preliminary interviews
- most of the interviewees for the appraiser interviews were serving in the Tourist Services and Quality Assurance Department, the Administration Department and the Marketing Department and most of the interviewees for the preliminary interviews were serving in the Administration Department, the Strategy and Planning Department and the Internal Audit Department
- most of the interviewees for the appraiser interviews held the position titles of the Senior Tourist Officer, the Director, the Technical Officer 1<sup>st</sup> grade, the Quality Assurance Officer 1<sup>st</sup> grade, the Tourist Officer 1<sup>st</sup> grade and the Senior Inspector and most of the interviewees for the preliminary interviews held the position titles of the Tourist Officer 1<sup>st</sup> grade and the Assistant Accounting Officer.

The differences are justified because the sample of the interviewees for the appraiser interviews contained only appraisers and the sample of the interviewees for the preliminary interviews contained only appraisees e.g. the appraisers are expected to hold a higher scale position, to have more years of service and to be older than the appraisees.

The similarities are also justified because some of the interviewees for the preliminary interviews were superiors/supervisors and some of them were only subordinates e.g. the superiors/supervisors are expected to hold a higher scale position, to have more years of service and to be older than the subordinates (in the same way as the appraisers above).

Any differences or similarities in relation to the department are of no significance and do not need to be justified because all types of employees could serve in any department irrespective of their demographic features (e.g. old, young, man, woman etc.) or their supervision/appraisal status (appraiser, appraisee, superior/supervisor, subordinate) i.e. the demographic features or the supervision/appraisal status of an employee does not determine the department in which he/she serves and vice versa. The same argument could possibly apply to the marital status but to a lesser extent than the case of the department since it is common for young people who are highly educated and career oriented not to be married. The proportion of the interviewees for the appraiser interviews who were married was higher than the proportion of the interviewees for the preliminary interviews who were married most probably because the latter interviewees were younger than the former interviewees. This was also the case with all the interviewees who were older than the respondents i.e. the proportion of the interviewees who were married was higher than the proportion of the respondents who were married (see later).

The differences are more than the similarities because the sample of the interviewees for the preliminary interviews is small and in consequence not representative of the total population whereas the sample of the interviewees for the appraiser interviews is

larger and more representative of the total population (the maximum similarities between any interviewee for the preliminary interviews and any interviewee for the appraiser interviews were three out of the seven features and the minimum differences were four out of the seven features; the minimum similarities were zero out of the seven features and the maximum differences were seven out of the seven features).

The similarities among the demographic features of the interviewees for the appraiser interviews were more than those of the interviewees for the preliminary interviews because in the case of the former interviewees the sample was larger (higher probability for participants to have similar features).

The lack of uniformity (more than one type of employee/appraisee: superiors/supervisors and subordinates) in the sample of the interviewees for the preliminary interviews (convenience sample) makes the comparison with the sample of the interviewees for the appraiser interviews (uniformity) more difficult (not comparing like with like) but it can also explain both the similarities and the differences. However, the convenience sample is small and not representative of the total population and for this reason similarities and differences which cannot be explained such as the following exist:

-even though it is common for younger people (convenience sample) to have more academic and professional qualifications than older people (appraiser sample), the interviewees in the appraiser sample were more educated than the interviewees in the convenience sample (if the convenience sample was larger it would probably contain more educated people)

-even though according to the total population most of the high scale positions were held by men and most of the interviewees in both samples were men, the interviewees in the appraiser sample held a higher scale position than the interviewees in the convenience sample (if the convenience sample was larger it would probably contain more men on a high scale position).

#### Demographic features of the respondents (questionnaire-see appendix 37)

As far as the gender is concerned, it could be argued that the sample under investigation is representative of the total population because most of the respondents were women and according to the total population most of the employees were also women.

This comparison could not be performed for the rest of the demographic features because the data of the total population that I was provided with did not contain the features of the age, marital status, years of service and academic and professional qualifications of the employees (access to this information was not possible according to the Data Protection Act).

According the demographic features of the respondents, the sample under investigation is stratified (diversity of demographic features) because almost all categories of each feature were selected (wide range) i.e. gender=male and female, age=from 26-30 to over 60, marital status=married, divorced and single, years of service=from 1-5 to over 30, qualifications=from High School Certificate to Doctorate or Professional Title. In addition, the respondents were to a certain extent evenly spread among the categories of each feature. Despite the differences among the respondents' demographic features, some of the respondents had the same or

similar features e.g. five respondents had exactly the same features (in other cases the respondents were three or two; there were six such cases), e.g. two respondents had exactly the same features apart from the years of service, e.g. two respondents had exactly the same features apart from the academic and professional qualifications.

#### Comparison between the demographic features of the interviewees and the demographic features of the respondents

There are some differences between the respondents' demographic features and the interviewees' demographic features which are justified because the respondents were mostly appraisees and the interviewees were mostly appraisers e.g. the appraisers are expected to hold a higher scale position, to have more years of service and to be older than the appraisees.

The differences are summarised below:

- the interviewees were older than the respondents
- the interviewees had more years of service than the respondents
- most of the interviewees were men and most of the respondents were women (according to the total population, most of the high scale positions were held by men and most of the employees were women).

There are also some similarities which are summarised below:

- the interviewees were as educated as the respondents (even though it is common for younger people to have more academic and professional qualifications than older people)
- most of the interviewees and most of the respondents were married.

Despite the differences between the respondents' demographic features and the interviewees' demographic features, some of the respondents and interviewees had very similar features e.g. one respondent and one interviewee had exactly the same features apart from the academic and professional qualifications, e.g. one respondent and one interviewee had exactly the same features apart from the years of service. Even though it makes more sense to have only differences due to the fact that the respondents were mostly appraisees and the interviewees were mostly appraisers, similarities also make sense because the sample of the interviewees contained also appraisees and the sample of the respondents contained also appraisers.

The above comparison could not be performed for the demographic features of the position title and department because the questionnaire data did not contain any data for the position title and department of the respondents (the respondents were not asked to provide this information according to the approval conditions of CTO Management: see chapter 5 for more details).

The similarities among the respondents' demographic features were more than those of the interviewees because in the case of the respondents the sample was larger (higher probability for participants to have similar features), the features for which the respondents provided information was five instead of seven (the more the features the higher the probability for participants to have different features) and the features of the age and years of service were in ranges (e.g. six respondents in the age range of 26-30 years old were considered to have the same age even if the age of two of the

respondents was 27 years old, the age of three of the respondents was 29 years old and the age of one of the respondents was 30 years old).

Comparison between the demographic features of the total population at the time of conducting the interviews and the demographic features of the total population at the time of distributing the questionnaire

The total number of employees (appraisers and appraisees) at the time of conducting the interviews (2010) and at the time of distributing the questionnaire (2011) was 221 and 218 respectively. The total population included all the appraisers and appraisees apart from the employees whose work experience at CTO was less than 6 months, myself, an employee who was on secondment and all the non-permanent employees (see the subsections on “population under investigation” for details).

According to the data in appendix 37, the demographic features of the total population at the time of conducting the interviews are almost the same as the demographic features of the total population at the time of distributing the questionnaire.

The comparison could not be performed for the rest of the demographic features because the data of the total population that I was provided with at both times did not contain the features of the age, marital status, years of service and academic and professional qualifications of the employees (access to this information was not possible according to the Data Protection Act).

Demographic features of all the participants (interviewees and respondents)

Irrespective of the differences and similarities between the features of the interviewees and the features of the respondents, the demographic features of all the participants are summarised in appendix 37.

As far as the gender is concerned, it could be argued that the sample under investigation is representative of the total population because most of the participants were women and according to the total population most of the employees were also women.

This comparison could not be performed for the rest of the demographic features because the data of the total population that I was provided with did not contain the features of the age, marital status, years of service and academic and professional qualifications of the employees (access to this information was not possible according to the Data Protection Act).

Even though the data of the total population that I was provided with contained the features of the department and the position title, this comparison could not be performed for these features because the questionnaire data did not contain any data for the position title and department of the respondents (the respondents were not asked to provide this information according to the approval conditions of CTO Management: see chapter 5 for more details).

Statistical significance of the demographic features of the respondents and the interviewees

Even though certain participants participated both from the capacity of the respondent and the capacity of the interviewee, the statistical significance of the demographic



features of the respondents and the interviewees was not undermined (due to double counting) because during the appraiser interviews these participants provided information from the capacity of the appraiser and appraisee and during the questionnaire they provided information only from the capacity of the appraisee. In the case of the preliminary interviews, the participants provided information from the capacity of the appraisee (and in some cases from the capacity of the superior/supervisor as well) but due to the small size of the sample the statistical significance was not affected.

### **6.5 - Summary**

According to the project activity aspects that are discussed in this chapter, the research is characterised by quality because of the enhancement of validity and reliability, the minimisation of bias and the consideration of ethical and insider researcher issues.

The aspects which have contributed to the quality of the research are the following: suitability of the data collection methods, the research questions were answered, in-depth analysis and understanding, informed questions, translation of the research documents, pilots, statistical significance, satisfactory response rate, personal contact with the participants, extension of the deadline for returning the questionnaire, feedback from all the interviewees, triangulation, rich, thick descriptions, confidentiality, honesty of the participants, harm was prevented, identification was prevented, voluntary participation/non-coercion, carefully drafted covering letters and informed consent forms, researcher effort and rigour.

## CHAPTER 7: PROJECT FINDINGS

### 7.1 - Introduction

The information collected through the interviews and questionnaire, in relation to the participants' opinion on the factors of an effective performance appraisal system (PAS) (significance in relation to the improvement of performance) and the current PAS of the Cyprus Tourism Organisation (CTO) (current situation: existence or lack of the factors of an effective PAS), is documented in this chapter. The findings of this organisational review, which also show how the participants' performance is affected by their beliefs and the current PAS of CTO, are discussed and analysed in this chapter and the evidence collected through the interviews has been triangulated with the evidence collected through the questionnaire. The findings have also been triangulated with the analysis in chapter 4 (organisational documentation review- review of the regulations of the current PAS: insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3 (inc. the practitioner-researcher perspective). The findings are classified under the main categories or themes which derived from the literature and which represent the "main factors" of an effective PAS (each of the main category or theme is broken down into sub-themes). Even though certain findings relate to more than one factor (due to the nature of the factors: according to the literature review in chapter 3 (Roberts (2003), Schweiger (1994)), the factors are interdependent), they are mentioned under only one of the factors (the most relevant and significant) so as to avoid repetition.

### 7.2 - Findings

#### 7.2.1 - Goals

##### 7.2.1.1 - Agreement and Setting of "Smart" Goals Which Are Consistent with Organisational Goals and the Facilitation of the Appraisees in Meeting Them

###### Information provided by the respondents (questionnaire)

Almost all of the questionnaire respondents (1=39/93=42%, 2=50/93=54%; 1&2=96%) believed that the appraisee and the appraiser should set and agree the appraisee's work goals i.e. the setting and agreement of work goals was very significant or significant. One respondent (5=1/93=1%) believed that the appraisee and the appraiser should not set and agree the appraisee's work goals i.e. the setting and agreement of work goals was very insignificant. A few respondents (3=3/93=3%) were neutral or did not know whether the appraisee and the appraiser should set and agree the appraisee's work goals.

Most of the questionnaire respondents (4=28/93or28/92=30%, 5=19/93or19/92=21%; 4&5=51%) did not set and agree their work goals with their appraiser i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=9/93or9/92=9%or10%, 2=19/93or19/92=21%; 1&2=30%or31%) set and agreed their work goals with their appraiser i.e. the current PAS was very effective or effective. Some of the respondents (3=17/93or17/92=18%) were neutral or did not know whether they set and agreed their work goals with their appraiser.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 31% (29/93) of the respondents was enhanced or stayed the same and the performance of 50% (46/93) of the respondents was reduced or stayed the same. The effect on performance of 19% (18/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=39/93=42%, 2=51/93=55%; 1&2=97%) believed that the appraisee and the appraiser should set “smart” goals i.e. the setting of “smart” goals was very significant or significant. Two respondents (4=2/93=2%) believed that the appraisee and the appraiser should not set “smart” goals i.e. the setting of “smart” goals was insignificant. One respondent (3=1/93=1%) was neutral or did not know whether the appraisee and the appraiser should set “smart” goals.

Most of the questionnaire respondents (4=31/93or31/92=33%or34%, 5=17/93or17/92=18%; 4&5=51%or52%) did not set “smart” goals with their appraiser i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=8/93or8/92=9%, 2=23/93or23/92=25%; 1&2=34%) set “smart” goals with their appraiser i.e. the current PAS was very effective or effective. Some of the respondents (3=13/93or13/92=14%) were neutral or did not know whether they set “smart” goals with their appraiser.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 34% (32/93) of the respondents was enhanced or stayed the same and the performance of 50% (46/93) of the respondents was reduced or stayed the same. The effect on performance of 16% (15/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=48/93=52%, 2=44/93=47%; 1&2=99%) believed that the appraisee and the appraiser should set goals which were consistent with organisational goals i.e. the setting of goals which are consistent with organisational goals was very significant or significant. One respondent (3=1/93=1%) was neutral or did not know whether the appraisee and the appraiser should set goals which were consistent with organisational goals.

Many questionnaire respondents (1=12/93or12/91=13%, 2=31/93or31/91=33%or34%; 1&2=46%or47%) set with their appraiser goals which were consistent with organisational goals i.e. the current PAS was very effective or effective. Some of the respondents (4=21/93or21/91=23%, 5=14/93or14/91=15%or16%; 4or5=38%or39%) did not set with their appraiser goals which were consistent with organisational goals i.e. the current PAS was ineffective or very ineffective. Some of the respondents (3=13/93or13/91=14%) were neutral or did not know whether they set with their appraiser goals which were consistent with organisational goals.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 46% (43/93) of the respondents was enhanced or stayed the same and the performance of 38% (35/93) of the respondents was reduced or stayed the same. The effect on performance of 16% (15/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=48/93or48/92=52%, 2=41/93or41/92=44%or45%; 1&2=96%or97%) believed that the appraiser should facilitate the appraisee in achieving his/her work goals i.e. the facilitation in achieving work goals was very significant or significant. One respondent (5=1/93or1/92=1%) believed that the appraiser should not facilitate the appraisee in achieving his/her work goals i.e. the facilitation in achieving work goals was very insignificant. Two

respondents (3=2/93 or 2/92=2%) were neutral or did not know whether the appraiser should facilitate the appraisee in achieving his/her work goals.

The appraiser of many questionnaire respondents (1=12/93=13%, 2=31/93=33%; 1&2=46%) facilitated them in achieving their work goals i.e. the current PAS was very effective or effective. The appraiser of some of the respondents (4=19/93=21%, 5=14/93=15%; 4&5=36%) did not facilitate them in achieving their work goals i.e. the current PAS was ineffective or very ineffective. Some of the respondents (3=17/93=18%) were neutral or did not know whether their appraiser facilitated them in achieving their work goals.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 46% (43/93) of the respondents was enhanced or stayed the same and the performance of 33% (31/93) of the respondents was reduced or stayed the same. The effect on performance of 21% (19/93) of the respondents was uncertain.

### Respondents' comments

The following comments were made by five questionnaire respondents in relation to the agreement and setting of "smart" goals which were consistent with organisational goals and the facilitation of the appraisees in meeting them:

- "According to my opinion, the performance and productivity of the employee are improved with a balanced allocation of the work load, with reasonable and flexible deadlines and with the provision of incentives".

- "Precise/clear instructions should be given to employees for the tasks/goals they have to perform/achieve and within certain time limits. The requests/expectations of superiors should be specific/clear and measurable".

- "Detailed clarification/specification of the appraisees' tasks and appraisal of each appraisee according to the degree of execution of the specific tasks; in particular, someone may be performing well in one task because he/she is not in charge of any other tasks or because he/she is neglecting other tasks".

- "No clear procedures, no standards, no defined responsibilities, no clear understanding of what should be achieved, no direction, no clear accountability; just a feeling of work being done and of more work waiting to be done".

- "The appraisers and/or official supervisors usually have no idea of what I am doing, why I am doing it, what are my goals or what the CTO's goals should have been".

### Information provided by the interviewees (interviews)

Almost all of the interviewees (appraiser interviews: 24/25=96%, preliminary interviews: 10/10=100%) believed that the appraisees and the appraisers should jointly set and agree the appraisees' work goals, the goals should be "smart" and consistent with organisational goals and the appraisers should facilitate the appraisees in meeting them i.e. the setting and agreement of "smart" goals which were consistent with organisational goals and the facilitation of the appraisees in meeting them was extremely significant (3/25=12%), very significant (17/25=68%, 6/10=60%) or significant (4/25=16%, 4/10=40%). One interviewee mentioned that the agreement and setting of "smart" goals was significant for departmental goals but he/she was not sure if it was significant in relation to individual goals. Another interviewee mentioned that the agreement and setting of "smart" goals was very significant for structured jobs but not so significant for ad hoc jobs. One interviewee (appraiser interviews: 1/25=4%) believed that it was very significant for general work expectations (consistent with organisational goals) to be set and agreed and the

appraisees to be facilitated in meeting them; the interviewee believed that it was insignificant for “smart” goals to be set and agreed.

Most of the interviewees (appraiser interviews: 13/25=52%, preliminary interviews: 9/10=90%) believed that the appraisees and the appraisers did not jointly set and agree the appraisees’ work goals, the goals were not “smart” and consistent with organisational goals and the appraisees were not facilitated in meeting them (incl. the cases when goals were set to a certain or small extent i.e. rarely, circumstantially or coincidentally) i.e. the current PAS was ineffective or very ineffective. Some of the interviewees (appraiser interviews: 12/25=48%, preliminary interviews: 1/10=10%) believed that the appraisees and the appraisers jointly set and agreed the appraisees’ work goals, the goals were “smart” and consistent with organisational goals and the appraisees were facilitated in meeting them (incl. the cases when goals were not that “smart” or officially documented) i.e. the current PAS was very effective or effective. Some interviewees (appraiser interviews: 5/25=20%, preliminary interviews: 6/10=60%) believed that the current situation (not agreeing and jointly setting “smart” goals which were consistent with organisational goals and not facilitating the appraisees in meeting them) reduced their performance and some interviewees (appraiser interviews: 8/25=32%, preliminary interviews: 3/10=30%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if “smart” goals which were consistent with organisational goals were agreed and jointly set and the appraisees were facilitated in meeting them (incl. the cases of these taking place to a greater extent). Some interviewees (appraiser interviews: 12/25=48%; preliminary interviews: 1/10=10%) believed that the current situation (agreeing and jointly setting “smart” goals which were consistent with organisational goals and facilitating the appraisees in meeting them) increased their performance.

#### Summary of the interviewees’ comments

The following were also mentioned by the interviewees in relation to the agreement and setting of “smart” goals which were consistent with organisational goals and the facilitation of the appraisees in meeting them:

- The organisational, departmental and individual goals, priorities, procedures, roles and responsibilities should be clear and they should be monitored and revised according to the organisational needs and the environment. However, this process may not be feasible in the case of CTO due to the lack of resources (e.g. employees who have the time and are trained to run this process).
- The departmental and organisational goals (e.g. number of tourist arrivals) are achieved through the individual goals (quantitative and qualitative goals and deadlines).
- The departmental and organisational goals should be related to individual goals and tasks so that individual contribution can be obvious (how employees are adding value and why they deserve to be promoted).
- The goals should be revised according to uncontrollable factors (e.g. activities of third parties which are not under the employees’ control) and the employees should not be unfairly punished (e.g. low ratings) when their performance is adversely affected by uncontrollable factors.
- The employees should be assessed on the basis of goals (the goals become part of the official PAS) for purposes of utilisation of potential and capabilities and higher performance, involvement, alertness, participation and ownership. The expectations

have to be clear and specific and there should be consequences for those who do not perform (e.g. low ratings). The absence of goals assessment (as in the case of the current PAS) leads to demotivation and the public sector syndrome (take it easy).

-The assessment on the basis of goals may not lead to the enhancement of performance because of the Cypriot culture i.e. the employees may not accept this assessment basis if they feel that they are closely supervised and assessed (they are not used to this kind of supervision and assessment). Therefore, the employees' opinion should be obtained before the introduction of this assessment basis and if necessary they should be persuaded by explaining the benefits to them (it is not expected to be difficult because most of them are educated).

-The objective measurement of performance (evidence) shows how the goals are achieved and facilitates the valid comparison among employees (healthy competition).

-The progress of the achievement of the goals should be monitored through the measurement of employees' performance. The measurement process should result to the necessary fact-based evidence which must be produced as effectively and efficiently as possible (not a bureaucratic or complicated process but a fast, flexible and easy process which will be supported by technology and the rest of the organisational systems and processes).

-The PAS becomes fair, useful and effective when the employees work and are assessed on the basis of goals. The following are some of the advantages of this approach: sense of direction (we know what we are doing, where we are going and where we stand), improved organisational image, enhanced teamwork, communication and performance because the goals are agreed and jointly set by the appraisers and appraisees (participation enhances involvement and commitment and it encourages employees to make and keep promises provided the uncontrollable factors are taken into account), the appraisees feel confident, important, valued and the appraisers close to them (they are there for them, mutual understanding between them), successful completion of projects and jobs because of better planning, control, time management, monitoring and organisation of work and priorities (being methodical, knowing how employees perform e.g. who does what), work becomes "smart" (e.g. measurable with fact-based evidence), effective delegation and fair allocation of work, employees can see and utilise their potential, focused training, problems and delays are prevented from taking place next time.

-The employees would like to work on the basis of goals but they do not because of lack of time, interferences and emergencies. The interferences and emergencies are usually the result of self-interest and political domination (internal and external) and they are usually inconsistent with organisational goals and other priorities.

-The employees work on the basis of goals only on very few occasions (coincidentally and circumstantially) because of non-stop ad hoc priorities and emergencies which take up a significant amount of their time. In addition, the bureaucracy, the ineffective interdepartmental coordination, the lack of feedback on performance and the inefficient allocation of resources cause stress and further delays, upset employees' deadlines, undermine quality and deteriorate performance. The resulting chaos and the lack of direction and specific goals frustrate the employees and make them feel uncomfortable so that they concentrate on protecting themselves from mistakes and unethical behaviour of others. Even the conscientious employees are demotivated and they stop working hard. There are employees who hide behind the lack of specific goals, roles and responsibilities so as not to carry out the work or to pass on the work to others since it is not clear who is responsible for the work (confusion, disagreement and uncertainty cause delays).

- The employees do not work on the basis of goals (goals are not agreed and jointly set). On certain occasions (rarely), some jobs are planned and some priorities are set but they are not “smart” or consistent with organisational goals.
- The employees do not work on the basis of goals because there is not an official system of goals. Certain employees do not have specific tasks and responsibilities. There are employees who are not aware of the priorities of their department and on many occasions other employees (more superior than them) delegate work to the subordinates of the former employees without informing them about it.
- The employees do not work on the basis of goals not only because of lack of time but also because they are not assessed on the basis of goals (the goals are not part of the official PAS). If they were assessed on the basis of goals they would find the time and they would work on the basis of goals.
- If the goals were part of the official PAS, the subordinates would work harder since the goals would become their own goals and the superiors would be in a position to be more demanding with the subordinates’ work. The subordinates do not consider the goals as their own goals but as their superiors’ goals and they believe that they are just helping out their superiors to achieve them. The subordinates have to be reminded constantly about the goals (for purposes of alertness, involvement and ownership) and this is a very time consuming task. This task would not be that time consuming if the goals were part of the official PAS as the subordinates would not be indifferent but a lot more responsible.
- The employees work on the basis of goals but only to a certain extent i.e. they do not work on the basis of measurable goals. It is difficult to set, monitor and revise such goals when there are many uncontrollable factors and when there is not enough staff to carry out such time consuming activities. If these activities were taking place performance would improve. These activities would be taking place if the goals were part of the official PAS.
- The employees work on the basis of goals but only to a certain extent (i.e. the goals are not officially documented and the performance is not measured and compared with the goals) not only because the goals are not part of the official PAS but also because of uncontrollable factors and the lack of time and staff (organisation of work becomes difficult because of many uncontrollable factors which have to be monitored). The current PAS would be an effective and fair system if the goals were officially documented and the performance was measured (e.g. variance reports and justification of variances). The ratings would be based on the employees’ true performance which would be available through measurement. The employees under-perform not only because the goals are not officially documented and the performance is not measured but also because of the lack of consequences for the low performers (e.g. low ratings, not promoted, termination of employment).
- The employees work on the basis of goals but only to a certain extent i.e. the goals are not officially documented. The individual and departmental goals should be officially documented and they should be consistent with each other. The official system of goals should be supported by an effective and efficient information system which promotes departmental and interdepartmental cooperation, coordination and communication.
- The employees work on the basis of goals but only to a certain extent (i.e. the goals are not set systematically and they are not that “smart”) because of emergencies and lack of time and staff. The employees in all the sections and departments should spend the time to set “smart” goals on a systematic basis.

- The employees work on the basis of goals but only to a certain extent i.e. the goals which relate to non-routine and complicated work are not “smart” because it is difficult to measure the work (but not impossible). The goals which relate to mechanistic, structured and routine work are “smart” because the work can be easily measured. The latter goals should continue to be “smart” but the former goals should probably not be “smart” due to the difficulty of the measurement of work. Even though the former goals will not be “smart”, the employees will be in a position to meet and exceed expectations provided they are conscientious, reliable, committed and willing to learn and their superiors provide them with effective feedback.
- The employees do not work on the basis of individual goals but on the basis of departmental goals. Some of the departmental goals are not “smart” or consistent with organisational goals.
- The employees on low scale positions work on the basis of goals but the employees on high scale positions do not.
- The employees on low scale positions, who perform routine and mechanistic work, do not work on the basis of goals. All the employees should work on the basis of goals irrespective of the position they hold and the work they perform.
- The employees who work on the basis of goals are those who perform non-routine work. All the employees should work on the basis of goals on a systematic basis.
- The employees agree and set jointly with their immediate superior (one of their appraisers) their short-term goals. In some cases, the short-term goals are not consistent with the organisational goals (the inconsistency may be justified by the lack of clarity of the organisational goals).The employees do not agree and set jointly with their immediate superior their long-term goals because of emergencies.
- The employees work on the basis of goals but only to a certain extent i.e. only for the work which involves compliance with legislation. The goals are revised according to uncontrollable factors.
- The appraisers and appraisees work on the basis of goals. The goals are revised according to uncontrollable factors. The appraisers provide the appraisees with effective feedback and they facilitate the appraisees in achieving their goals.

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	✓	✓
Current Situation (existence: ✓/lack: ✗)	Some Interviewees: ✓ Most Interviewees: ✗	Some Respondents: ✓ Some Respondents: ✗
Performance	Some Interviewees: Enhanced Most Interviewees: Not Enhanced	Some Respondents: Enhanced Some Respondents: Not Enhanced
Overall Consistency (the current situation inconsistency is not material and it could possibly be justified by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible)		



(the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)

Both the questionnaire respondents and the interviewees believed that the appraisees and the appraisers should jointly set and agree the appraisees' work goals, the goals should be "smart" and consistent with organisational goals and the appraisers should facilitate the appraisees in meeting them.

Some interviewees and some respondents believed that the appraisees and the appraisers jointly set and agreed the appraisees' work goals, the goals were "smart" and consistent with organisational goals and the appraisees were facilitated in meeting them. In the case of the interviews, most interviewees believed that the appraisees and the appraisers did not jointly set and agree the appraisees' work goals, the goals were not "smart" and consistent with organisational goals and the appraisees were not facilitated in meeting them whereas in the case of the questionnaire, only some respondents believed that. The inconsistency between the findings of the questionnaire and the findings of the interviews is not material and it could possibly be justified by some respondents who believed that the appraisees and the appraisers did not jointly set and agree the appraisees' work goals (not "smart", not consistent with organisational goals, not facilitated in meeting them) and might have not read carefully the statements (inc. the brief explanations) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-"disagree" they circled number 1, 2 or 3-"agree" or "neutral/don't know").

The performance of some of the interviewees (37%=13/35) and some of the respondents (39%-average=31%+34%+46%+46%/4) was enhanced. In the case of the interviews, the performance of most of the interviewees (63%=22/35) was not enhanced (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, the performance of only some of the respondents (43%-average=50%+50%+38%+33%/4) was not enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 63% of the interviewees and 82% (39% + 43%) of the respondents was not enhanced and the performance of 37% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the current situation (effectiveness) inconsistency which is explained above as well as the non-response and neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

-Almost all participants believed that the appraisees and the appraisers should jointly set and agree the appraisees' work goals, the goals should be "smart" and consistent with organisational goals and the appraisers should facilitate the appraisees in meeting them. One participant believed that the appraisees and the appraisers should not jointly set and agree the appraisees' work goals, one participant believed that the appraisers should not facilitate the appraisees in meeting their goals and a few participants believed that the goals should not be "smart".

-Most participants believed that the appraisees and the appraisers did not jointly set and agree the appraisees' work goals, the goals were not "smart" and consistent with organisational goals and the appraisees were not facilitated in meeting them. Some participants believed that the appraisees and the appraisers jointly set and agreed the appraisees' work goals, the goals were "smart" and consistent with organisational goals and the appraisees were facilitated in meeting them.

-Some participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	✓
Current Situation (existence: ✓/lack: ✗)	Most Participants: ✗ Some Participants: ✓
Performance	Most Participants: Not Enhanced Some Participants: Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the current situation (according to the findings in chapter 4, the factor of goals was not present except in the case of certain organisations in the private sector in Cyprus) (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

-some participants believed that the appraisees and the appraisers jointly set and agreed the appraisees' work goals, the goals were "smart" and consistent with organisational goals and the appraisees were facilitated in meeting them (this finding is not part of the findings in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
Significance of Goals (jointly set/agreed, “smart”, consistent with organisational goals, facilitation of the appraisees in meeting them)	✓	✓	✓
Revision of Goals (uncontrollable factors)	✓	✓	✓ Revision of Goals (the goals should be revised according to the uncontrollable factors for purposes of fairness and avoidance of stress/frustration) (the appraisers should facilitate the appraisees by controlling the uncontrollable factors)
Jointly Set/ Agreed Goals (teamwork, communication, participation, commitment)	✓	✓	✓
Current Situation: Lack of Goals & Reduction in Performance (the goals are not part of the current PAS, lack of time/ resources)	✓	✓	✓ Current Situation: Lack of Goals & Time/Resources (change of the current situation: cultural change and improvement of performance through the introduction of goals) (change of the current situation: recovery of extra time/resources/cost through the improvement of performance)

Assessment on the Basis of Goals (objective/fair/accurate measurement: true performance through fact-based evidence)	✓	✓	✓ The Goals Method is a Fair/Valid/ Reliable Basis for Assessing/ Improving/ Rewarding Performance (the distortion of ratings is minimised)
Difficulty of the “Smart” Goals & the Measurement of Performance in Certain Cases (difficult but not impossible)	✓		✓ Difficulty of the “Smart” Goals & the Measurement of Performance (irrespective of the difficulty, the “smart” goals and the measurement of performance are necessary because they enhance the PAS effectiveness in relation to performance)
✓ The above are also consistent with the Literature in chapter 3 e.g. Milkovich et al (1991), Bacal (2007), Heskett (2006), US-OPM (2001), CMI (2001/2006), 12 MMC (2008), Allen (2003), Schweiger (1994), ICMR (2009), Gillen (2007), APSC (2000), Nickols (2004/2000), Finlow-Bates (2000), Thompson et al (1999), Harvard University (2001), Furtwengler (2000), ACAS (2008), D’Netto (2004), Beach (1985), Daley (1992), Grote (2002)			
Overall Consistency			

According to the preceding analysis, the participants consider the goals (jointly set, agreed, “smart”, consistent with organisational goals and facilitation for achievement e.g. providing resources and eliminating obstacles) as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). According to the participants, the goals should be revised so as to take into account the uncontrollable factors which affect the situation. They believe that when the goals are jointly set and agreed they enhance teamwork, communication, participation and commitment. According to the participants, the lack of the factor of goals at CTO and the consequent reduction in performance are caused not only because the goals are not officially part of the current PAS but also because of lack of time and other resources (inc. money, human resources, training and skills, personnel department etc.) which are necessary for the practical application of the factor of goals. The participants believe that the employees should be assessed on the basis of goals (it is the most popular assessment method-see corresponding sub-theme) since it is possible to measure performance objectively, fairly and accurately (assessing true performance through fact-based evidence). Certain participants believe that there is difficulty (but it is not impossible) in setting “smart” goals and measuring performance in certain cases (work which is complicated, non-routine, qualitative and dependent on others).

I also consider the goals as a significant factor and I agree with the participants’ views. The revision of the goals according to uncontrollable factors is necessary because

there is stress and frustration when the goals are not realistic or consistent with the circumstances and there is lack of fairness when the appraisees are assessed on factors which are outside their control; the appraisers should facilitate the appraisees by controlling such factors (if possible) so that the appraisees' performance will not deteriorate. The introduction of the goals method at CTO for purposes of assessing performance will change the culture (cultural change through the change of the PAS) and will lead to performance improvement in the long term so as to recover the extra time, resources and cost that are required for the introduction of the method. The goals method is a fair, valid and reliable basis for improving and rewarding performance since the appraisees' true performance can be objectively measured through fact-based evidence; thus, the current phenomenon of the distortion of ratings (e.g. "excellent" ratings, bias, interpersonal relationships-see corresponding sub-theme) is minimised (when the ratings are distorted and not justified or evidenced the appraisees are not committed or motivated to improve and learn). On certain occasions, there is difficulty in setting "smart" goals and measuring performance in a public sector environment. However, the implementation of these factors in a public sector environment is not impossible. According to the participants, it is possible to measure their performance (see corresponding sub-theme). Irrespective of the difficulty in implementing these factors, these factors are necessary because they enhance the effectiveness of a PAS in relation to performance.

The significance of the goals has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. assessment on the basis of goals for purposes of performance which can be objectively measured, the goals are jointly set and agreed, "smart", consistent with organisational goals and revised if necessary). In addition, the goals are part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): Milkovich et al (1991) indicate that, even though the motivational possibilities of performance appraisals are qualified (limitation of inaccuracy which is present in all judgements), the employees are motivated to perform provided they believe that the performance appraisals are a reasonable estimate of how they performed (credible appraisers who appraise performance accurately because they know the employees' work and they are honest), the performance criteria are concrete and the employees participate in the setting of goals. The employees are motivated to enhance performance and achieve organisational goals under the following conditions: the employees understand the goals which are doable given their abilities and skills and the organisational context restrictions, the goals are specific, clear, challenging, and accepted by the employees. According to Bacal (2007), performance and commitment are enhanced by aligning corporate strategy and organisational goals with individual goals through objective/goal setting and performance planning. For purposes of enhancing motivation, the goals should be specific, tough, attainable, quantifiable and jointly set. Bacal (2007) indicate that the goals should not be imposed but negotiated collaboratively for purposes of communication, team spirit, participation and ownership and the goals should be specific, clear and measurable for purposes of motivation. Heskett (2006) indicates that performance is enhanced when employees' efforts contribute to the organisational goals and the individual developmental goals

which fit strategically with the organisational goals. According to US-OPM (2001), the individual goals should be aligned with the organisational goals and performance should be measured. According to CMI (2001/2006), the objectives should be “smart” and agreed for purposes of ownership, commitment and motivation. Performance is enhanced through the following: clear expectations, prioritisation, ownership and responsibility for performance, understanding of individual contribution to organisational goals. According to 12 MMC (2008), the targets should be “smart” and jointly set and the managers should provide the resources. Allen (2003; Grote and Drucker are also cited) indicates that performance appraisals are a means to set goals and achieve them and performance is enhanced when the goals are specific and jointly set and the organisational goals are accepted without coercion. Schweiger (1994) indicates that the goals should be jointly set by the appraiser and the appraisee. According to ICMR (2009), the goals should be jointly set and agreed and the appraiser should facilitate the appraisees to achieve them. Gillen (2007) indicates that the managers should be the performance facilitators of their staff. Allen (2003) indicates that the managers should be helping the employees to do their best. According to APSC (2000), the employees should be assisted so as to achieve the organisational objectives. Bacal (2007) indicates that the appraisee will perform as expected if the appraiser provides the resources and eliminates the obstacles. Nickols (2004/2000) indicates that it is costly when employees are rewarded or punished for uncontrollable factors. According to Deming (in Finlow-Bates (2000)), it is not fair or logical to reward or punish employees as the final result is beyond their control. Thompson et al (1999) indicate that the setting of objectives is inappropriate when uncontrollable factors are not accounted for. According to Harvard University (2001), the goals must be challenging and realistic. Furtwengler (2000) indicates that performance is enhanced when the goals are realistic and when performance is measured. According to ACAS (2008), the objectives should be revised according to uncontrollable factors and unforeseen circumstances and steps should be taken for overcoming obstacles. When performance is assessed on the basis of agreed objectives, participation is enhanced and there is a focus on work achievement and objectivity. According to ICMR (2009), the management by objectives is the agreement of performance goals and the assessment of the extent of their achievement. D’Netto (2004) indicates that acceptable behavioural and performance standards must be set and the assessment should focus on how the job is done and the goals within the job. Beach (1985) indicates that the management by objectives is suitable for performance and development. According to Daley (1992), the management by objectives is an objective method through which measurement of performance is possible. According to Grote (2002), the performance in some jobs cannot be objectively measured. Thompson et al (1999) indicate that in the public sector the setting of objectives can be time consuming and there is difficulty in developing meaningful objectives when the jobs are inadequately defined. Milkovich et al (1991) indicate that in the public sector (more open to external influences and less able to respond) there is difficulty in developing and measuring quantifiable goals as the bottom line is difficult to define. There is difficulty in developing meaningful performance criteria and the goals are conflicting, unclear and diffuse. The ambiguity of goals and performance criteria and the inability to communicate them as well as the multiple authority centres are caused by the division of leadership between political and career employees and the lack of management control over personnel and resource systems. According to Harvard University (2001), outcome focused goals are appropriate and possible even though they are not always obvious or readily available

e.g. difficult to quantify non-monetary outcomes, performance depending on people outside the organisation. According to US-OPM (2001), the measurement of performance should focus on what is important even if it is difficult.

#### 7.2.1.2 - Measurement of Performance

##### Information provided by the respondents (questionnaire)

Almost all of the questionnaire respondents (1=34/93 or 34/92=37%, 2=47/93 or 47/92=51%; 1&2=88%) believed that the appraisee and the appraiser should measure the appraisee's performance i.e. the measurement of performance was very significant or significant. A few respondents (4=4/93 or 4/92=4%) believed that the appraisee and the appraiser should not measure the appraisee's performance i.e. the measurement of performance was insignificant. A few respondents (3=7/93 or 7/92=7% or 8%) were neutral or did not know whether the appraisee and the appraiser should measure the appraisee's performance.

Most of the questionnaire respondents (4=35/93 or 35/92=38%, 5=16/93 or 16/92=17%; 4&5=55%) did not measure their performance with their appraiser i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=6/93 or 6/92=6% or 7%, 2=21/93 or 21/92=23%; 1&2=29% or 30%) measured their performance with their appraiser i.e. the current PAS was very effective or effective. Some of the respondents (3=14/93 or 14/92=15%) were neutral or did not know whether they measured their performance with their appraiser.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 32% (30/93) of the respondents was enhanced or stayed the same and the performance of 46% (43/93) of the respondents was reduced or stayed the same. The effect on performance of 22% (20/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=22/93=24%, 2=57/93=61%; 1&2=85%) believed that it was possible to measure their performance. A few respondents (4=5/93=5%, 5=1/93=1%; 4&5=6%) believed that it was not possible to measure their performance. A few respondents (3=8/93=9%) were neutral or did not know whether it was possible to measure their performance.

##### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that the appraisees and the appraisers should measure the appraisees' performance i.e. the measurement of performance was very significant (22/25=88%, 7/10=70%) or significant (3/25=12%, 3/10=30%). One interviewee mentioned that the measurement of performance was very significant for routine and mechanistic tasks but not so significant for ad hoc and non-routine tasks.

Most of the interviewees (appraiser interviews: 16/25=64%, preliminary interviews: 9/10=90%) believed that the appraisees and the appraisers did not measure the appraisees' performance (incl. the cases when measurement was taking place to a certain or small extent i.e. not systematically but rarely, circumstantially or coincidentally, not officially documented and not used for assessment purposes) i.e. the current PAS was ineffective or very ineffective. Some of the interviewees (appraiser interviews: 9/25=36%, preliminary interviews: 1/10=10%) believed that the appraisees and the appraisers measured the appraisees' performance (incl. the cases when measurement was not officially documented or used for assessment purposes) i.e. the current PAS was very effective or effective.

Many interviewees (appraiser interviews: 10/25=40%, preliminary interviews: 5/10=50%) believed that the current situation (measurement of performance not taking place) reduced their performance and some interviewees (appraiser interviews: 6/25=24%, preliminary interviews: 4/10=40%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if measurement of performance was taking place or taking place to a greater extent. Some interviewees (appraiser interviews: 9/25=36%; preliminary interviews: 1/10=10%) believed that the current situation (measurement of performance taking place) increased their performance.

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that it was possible to measure their performance. Some interviewees mentioned that in certain cases it was difficult to measure their performance (see interviewees' comments below for more details). The interviewees gave examples of how their performance was measured or should be measured after I explained that performance could be measured by measuring quantity, quality and time (number of tasks performed by a certain time and with certain requirements). Even though there were similarities among the examples given by the interviewees, the examples varied according to the type of duties performed by each interviewee. The examples given by the interviewees are found in appendix 38.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the measurement of performance:

- The measurement of performance is not carried out properly.
- The measurement of performance does not take place systematically or officially.
- The employees' performance (quantity, quality, time) is not systematically and objectively measured. The results of measurement are not taken into account during the assessment of appraisees.
- The results of measurement are not usually used as a basis of necessary corrective action e.g. not taking measures to discipline employees who are lazy or unproductive and do not behave or perform as they should.
- The employees' performance is not measured not only because of work overload and lack of time (e.g. emergencies and ad hoc priorities) but also because measurement is not a requirement of the current PAS (not part of the official PAS).
- The measurement of performance is not carried out jointly by the appraisers and appraisees; however, there are appraisees who measure and record their performance for purposes of self-discipline and better planning and organisation of their work.
- The employees' performance is not measured when the work is not considered as important or urgent or when it involves messy and time consuming legal proceedings.
- The performance which relates to unstructured and complicated work is not measured because it is difficult to measure such work. The performance which relates to structured and mechanistic work is usually measured because it is not difficult to measure such work.
- The performance which relates to short-term goals is measured jointly by the appraisees and their immediate superior (one of their appraisers). The performance which relates to long-term goals is not measured. The employees' performance is not measured when performance standards cannot be easily set (e.g. the duration and complexity of the work are unpredictable because they depend on third parties and not the appraisee).



- The employees' performance is monitored but not officially or systematically because the official and systematic measurement is time consuming.
- The measurement of performance is officially documented only in certain cases (a goal progress report is updated continuously with the performance of the appraisees which is compared with previously set goals). When the measurement of performance is not officially documented (not using a goal progress report due to lack of time), the measurement results are communicated orally between the appraiser and the appraisees. The measurement of performance should always be officially documented for purposes of better planning and organisation of work.
- The appraisers always measure the appraisees' actual performance and compare it with the expected performance but they do not officially document it due to lack of time (official documentation is time consuming). The appraisers take into account the level of difficulty and complexity as well as the uncontrollable factors which affected the appraisees' performance. The measurement results are not always taken into account by the appraisers during the assessment of the appraisees and they are not always communicated to the appraisees by the appraisers because measurement is not a requirement of the current PAS (therefore, the appraisees may not know if their performance is measured or how it is measured). When the measurement results are communicated orally to the appraisees by the appraisers and the appraisees' performance is not satisfactory, the appraisers do not make the appraisees feel uncomfortable or embarrassed.
- The appraisees assume that their performance is not measured accurately and objectively by the appraisers because the appraisers' ratings are not supported by fact-based evidence which would reflect the appraisees' true performance (even when the appraisers measure the appraisees' performance and the results are taken into account during the assessment of the appraisees under the current assessment criterion of "performance-quantity and quality of work"). When the appraisers' ratings are supported by fact-based evidence, the appraisees know where they stand and they improve their performance accordingly. The lack of fact-based evidence is convenient for the appraisers since they do not have to spend time in documenting the appraisees' performance but it does not motivate the appraisees to improve their performance.
- Only some of the members of the appraisal team measure the appraisees' performance and take into account the measurement results during the assessment of the appraisees.
- The appraisers measure the appraisees' performance and the appraisees know how their performance is measured. The measurement results are taken into account by the appraisers during the assessment of the appraisees.
- The appraisers measure the appraisees' performance. The appraisers take into account the uncontrollable factors (e.g. tourist conditions) which affected the appraisees' performance and the quantity, quality and time expectations are revised accordingly.
- For purposes of fairness and higher performance, the measurement of performance should be officially documented and supported by relevant fact-based evidence (objectivity), it should be taken into account during the assessment of the appraisees and the examination of appeals and it should be a requirement of the current PAS (part of the official PAS). When the measurement of performance is part of the official PAS, the appraisers spend time on measuring and documenting the appraisees' performance (e.g. taking notes on a systematic basis).
- The following are some examples of evidence which can be used for purposes of supporting the measurement of performance: surprise checks by the immediate

superior of the appraisee, “thank you”/“complaint” letters from business associates, satisfaction surveys (business associates), “well done”/“reprimand” letters from the management.

-The appraisees’ performance is enhanced when the measurement of performance is officially documented and taken into account during the assessment of the appraisees and when the appraisees are aware of and participate in the measurement of their performance.

-For purposes of justifying the appraisers’ ratings with fact-based evidence, the appraisees’ performance should be measured and officially documented even when the appraisees know that they performed as expected (according to clear instructions).

-The employees’ performance should be measured even though it is time consuming and difficult to measure the work on certain occasions.

-The measurement of performance should be taking into account the uncontrollable factors which affected the appraisees’ performance.

-The measurement of performance should be carried out systematically and consistently by all the members of the appraisal team and the results should be taken into account during the assessment of the appraisees.

-The employees’ performance should be measured (quantity, quality and time) and the results should be taken into account during the assessment of the appraisees provided the measurement process is objective. The measurement process should be accepted by the appraisers and appraisees before its introduction.

-The measurement of performance is important for all organisations. Certain successful organisations have failed because they ignored or neglected performance measurement.

-Everything can be measured.

-Most of the work at CTO is measurable.

-The measurement of performance is feasible. It is not time consuming when it is carried out on a daily basis and when it does not involve too much paperwork.

-The measurement of performance (quantity, quality and time) is feasible. Even though some of the work cannot be easily measured (especially the quality of the work), all the work is measurable and it should be measured.

-On certain occasions, the quality of the work cannot be objectively measured e.g. when the appraisee and the appraiser have different writing styles the quality of the writing style of a report which is drafted by the appraisee can be measured in two different ways.

-The measurement of performance is difficult and time consuming because many uncontrollable factors (which affect the appraisees’ performance) have to be taken into account for purposes of revising previously set goals.

-The intense and fast paced working environment makes the measurement of performance difficult as there is never enough time for it.

-It is time consuming and difficult (but not impossible) to measure the performance which relates to non-routine, unstructured and complicated work. The performance which relates to routine, structured and mechanistic work can be easily measured. The latter work should be measured but the former work should probably not be measured due to the difficulty of the measurement of work.

-Most of the work can be easily measured. On certain occasions, it is difficult to measure the work because of the inherent subjectivity of the work e.g. the conduct of an appraisee during on-site inspections. The current code of conduct is not interpreted consistently by the appraisers and appraisees because the aspects of conduct or

personality (e.g. politeness, confidence etc.) are by nature subjective and can be interpreted in many ways (the objective measurement becomes futile).

-The following are some of the advantages of proper performance measurement. The advantages are applicable to performance which is measured (quantity, quality and time) on a systematic basis, officially documented and compared with previously set goals (after taking into account the uncontrollable factors). In addition, the results of measurement must be used as a basis of necessary corrective action and taken into account by the appraisers during the assessment of the appraisees (part of the official PAS): the appraisees are fairly treated as they are given the opportunity to perform and prove themselves through fact-based evidence, the appraisees' performance and job satisfaction are enhanced, effective planning and organisation of work, setting of goals and priorities and monitoring of progress (the appraisees know their true performance levels and they are guided on how to proceed further), the effective planning and organisation of work minimises the stress associated with emergencies and ineffective planning (e.g. lack of specific goals and priorities), the unfair and inefficient allocation of work is avoided and delays are minimised, the appraisees know where they stand and do not feel lost, the appraisees become productive and their quality of work is enhanced (e.g. mistakes are identified and are not repeated, training needs are identified and fulfilled), the appraisees have the sense of responsibility and urgency especially during emergencies and they become careful, alert, and conscientious, the appraisees are assessed objectively, accurately and fairly since subjectivity and bias are minimised through fact-based evidence which reflects true performance (e.g. all performance is reflected and not only the high, low or most recent performance, only the excellent performers are rated as "excellent"), healthy competition as the appraisees can be ranked and compared on a transparent and objective basis (hostility, discrimination and conflict are minimised).

-When the measurement of performance is not carried out properly, objectivity is undermined and the measurement process becomes an out of date, stressful and unpleasant mechanism.

-The lack of proper performance measurement leads to the deterioration of performance because the employees become indifferent and complacent with their performance when they cannot verify their performance levels with fact-based evidence.

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	✓	Almost All Respondents: ✓ A Few Respondents: ✗
Feasibility	✓	Almost All Respondents: ✓ A Few Respondents: ✗
Current Situation (existence: ✓/lack: ✗)	Some Interviewees: ✓ Most Interviewees: ✗	Some Respondents: ✓ Many Respondents: ✗
Performance	Some Interviewees:	Some Respondents:

	Enhanced Most Interviewees: Not Enhanced	Enhanced Many Respondents: Not Enhanced
Overall Consistency (the significance/feasibility/current situation inconsistencies are not material and they could possibly be justified by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible) (the above inconsistencies are reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)		

In the case of the interviews, all interviewees believed that the appraisees and the appraisers should measure the appraisees' performance. In the case of the questionnaire, almost all respondents believed that but a few respondents believed that the appraisees and the appraisers should not measure the appraisees' performance. The inconsistency between the findings of the questionnaire and the findings of the interviews is not material but it could possibly be justified by a few respondents who believed that the appraisees and the appraisers should measure the appraisees' performance and might have not read carefully the statement (inc. the brief explanation) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 1 or 2-“agree” they circled number 5, 4 or 3-“disagree” or “neutral/don't know”).

In the case of the interviews, most interviewees believed that the appraisees and the appraisers did not measure the appraisees' performance and some interviewees believed that the appraisees and the appraisers measured the appraisees' performance. In the case of the questionnaire, many respondents did not measure their performance with their appraiser and some respondents measured their performance with their appraiser. The inconsistency between the findings of the questionnaire and the findings of the interviews is not material but it could possibly be justified by some respondents who did not measure their performance with their appraiser and might have not read carefully the statement (inc. the brief explanation) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-“disagree” they circled number 1, 2 or 3-“agree” or “neutral/don't know”).

In the case of the interviews, all interviewees believed that it was possible to measure their performance. In the case of the questionnaire, almost all respondents believed that but a few respondents believed that it was not possible to measure their performance. The inconsistency between the findings of the questionnaire and the findings of the interviews is not material but it could possibly be justified by a few respondents who believed that it was possible to measure their performance and might have not read carefully the statement and in their effort to complete the questionnaire as fast as possible they made a mistake by (instead of circling number 1 or 2-“agree” they circled number 5, 4 or 3-“disagree” or “neutral/don't know”).

The performance of some of the interviewees (28%=10/35) and some of the respondents (32%) was enhanced. In the case of the interviews, the performance of most of the interviewees (72%=25/35) was not enhanced (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, the performance of only many of the respondents (46%) was not enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 72% of the interviewees and 78% (32% + 46%) of the respondents

was not enhanced and the performance of 28% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the belief (significance) and the current situation (effectiveness) inconsistencies which are explained above as well as the non-response and neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (belief/significance, current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that the appraisees and the appraisers should measure the appraisees' performance. A few participants believed that the appraisees and the appraisers should not measure the appraisees' performance.
- Almost all participants believed that it was possible to measure their performance. A few participants believed that it was not possible to measure their performance.
- Most participants believed that the appraisees and the appraisers did not measure the appraisees' performance. Some participants believed that the appraisees and the appraisers measured the appraisees' performance.
- Most participants' performance was not enhanced and some participants' performance was enhanced even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

#### Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	Almost All Participants: ✓ A Few Participants: ✗
Feasibility	Almost All Participants: ✓ A Few Participants: ✗
Current Situation (existence: ✓/lack: ✗)	Most Participants: ✗ Some Participants: ✓
Performance	Most Participants: Not Enhanced Some Participants: Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the current situation (according to the findings in chapter 4, the factor of the measurement of performance was not present except in the case of certain organisations in the private sector in Cyprus) (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

-some participants believed that the appraisees and the appraisers measured the appraisees' performance (this finding is not part of the findings in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
Significance of the Measurement of Performance	✓	✓	✓
Consideration of Uncontrollable Factors (the uncontrollable factors should be taken into account during the measurement of performance)	✓		✓ Consideration of Uncontrollable Factors (fairness: the appraisees are not assessed on factors which are outside their control)
Acceptance and Participation in the Measurement Process	✓		✓
Current Situation: Lack of Measurement & Reduction in Performance (the measurement is not part of the current PAS, lack of time/resources)	✓	✓	✓ Current Situation: Lack of Measurement & Time/Resources (change of the current situation: cultural change and improvement of performance through the introduction of goals and

			measurement) (change of the current situation: recovery of extra time/resources/cost through the improvement of performance)
Assessment on the Basis of Goals (objective/fair/accurate measurement: true performance through fact-based evidence)	✓	✓	✓ The Goals Method is a Fair/Valid/ Reliable Basis for Assessing/ Improving/ Rewarding Performance (the distortion of ratings is minimised)
Difficulty of the “Smart” Goals & the Measurement of Performance in Certain Cases (difficult but not impossible: the measurement of performance is feasible)	✓		✓ Difficulty of the “Smart” Goals & the Measurement of Performance (irrespective of the difficulty, the “smart” goals and the measurement of performance are necessary because they enhance the PAS effectiveness in relation to performance)
✓ The above are also consistent with the Literature in chapter 3 e.g. Fletcher (2001), Furtwengler (2000), US-OPM (2001), Nickols (2004/2000), Finlow-Bates (2000), Roberts (2003), Milkovich et al (1991), Harvard University (2001), Gabris and Ihrke (2001), Daley (1992), Grote (2002/2000), Allen (2003), Falcone and Sachs (2007), Grote (2002), Thompson et al (1999)			
Overall Consistency			

According to the preceding analysis, the participants consider the measurement of performance as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). According to the participants, the uncontrollable factors should be taken into account during the measurement of performance. They believe that the employees should accept and participate in the measurement process. According to the participants, the lack of the factor of measurement at CTO and the consequent reduction in performance are caused not only because the measurement is not officially part of the current PAS but also because of lack of time and other resources (inc. money, human resources, training and skills, personnel department etc.) which are necessary for the practical application of the factor of measurement. The participants believe that the employees should be assessed on the basis of goals (it is the most popular assessment method-see corresponding sub-theme) since it is possible to measure performance objectively, fairly and accurately (assessing true performance through fact-based evidence). Certain participants believe that there is difficulty in setting “smart” goals and measuring performance in certain cases (work which is complicated, non-routine,

qualitative and dependent on others). However, the measurement of performance is not impossible since according to the participants it is possible to measure their performance.

I also consider the measurement of performance as a significant factor and I agree with the participants' views. The uncontrollable factors should be taken into account during the measurement of performance so that the appraisees are not assessed on factors which are outside their control (fairness). The introduction of the goals method for purposes of assessing performance and the measurement of performance at CTO will change the culture (cultural change through the change of the PAS) and will lead to performance improvement in the long term so as to recover the extra time, resources and cost that are required for the introduction of the method and the measurement of performance. The goals method is a fair, valid and reliable basis for improving and rewarding performance since the appraisees' true performance can be objectively measured through fact-based evidence; thus, the current phenomenon of the distortion of ratings (e.g. "excellent" ratings, bias, interpersonal relationships-see corresponding sub-theme) is minimised (when the ratings are distorted and not justified or evidenced the appraisees are not committed or motivated to improve and learn). On certain occasions, there is difficulty in setting "smart" goals and measuring performance in a public sector environment. However, the implementation of these factors in a public sector environment is not impossible. According to the participants, it is possible to measure their performance (see above). Irrespective of the difficulty in implementing these factors, these factors are necessary because they enhance the effectiveness of a PAS in relation to performance.

The significance of the measurement of performance has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. assessment on the basis of goals for purposes of performance which can be objectively measured). In addition, the measurement of performance is part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): Fletcher (2001) indicates that performance should be measured. Furtwengler (2000) indicates that performance is enhanced when the goals are realistic and when performance is measured. According to US-OPM (2001), the individual goals should be aligned with the organisational goals and performance should be measured. The measurement of performance should be perceived as valuable and important and it should be accepted through participation. Nickols (2004/2000) indicates that it is costly when employees are rewarded or punished for uncontrollable factors. According to Deming (in Finlow-Bates (2000)), it is not fair or logical to reward or punish employees as the final result is beyond their control. Roberts (2003) indicates that the employees accept the performance measurement process when they understand it and when they are confident about its accuracy. Milkovich et al (1991) indicate that one of the objectives of performance appraisals is to assess or measure performance accurately. Even though the motivational possibilities of performance appraisals are qualified (limitation of inaccuracy which is present in all judgements), the employees are motivated to perform provided they believe that the performance



appraisals are a reasonable estimate of how they performed (credible appraisers who appraise performance accurately because they know the employees' work and they are honest), the performance criteria are concrete and the employees participate in the setting of goals. According to Harvard University (2001), accuracy is possible through fact-based measures. Gabris and Ihrke (2001) indicate that performance should be measured in a routine and objective way. According to Daley (1992), the management by objectives is an objective method through which measurement of performance is possible. Grote (2002/2000) indicates that the assessments should be based on objective performance indicators and not on subjective appraiser judgements. The assessments are objective when they are based on observable phenomena, presented factually and uninfluenced by emotions or prejudice. Allen (2003) indicates that the appraisers should keep a log of employee performance so that their assessments are based on objective facts and evidence and not on their subjective opinion or memory; the memory is imperfect as it usually concentrates on the negative and recent performance. According to Falcone and Sachs (2007), the assessments are objective when the appraisers document the performance of employees (reminder and evidence of performance instead of personality). According to Grote (2002), the performance in some jobs cannot be objectively measured. Thompson et al (1999) indicate that in the public sector the setting of objectives can be time consuming and there is difficulty in developing meaningful objectives when the jobs are inadequately defined. Milkovich et al (1991) indicate that in the public sector (more open to external influences and less able to respond) there is difficulty in developing and measuring quantifiable goals as the bottom line is difficult to define. There is difficulty in developing meaningful performance criteria and the goals are conflicting, unclear and diffuse. The ambiguity of goals and performance criteria and the inability to communicate them as well as the multiple authority centres are caused by the division of leadership between political and career employees and the lack of management control over personnel and resource systems. According to Harvard University (2001), outcome focused goals are appropriate and possible even though they are not always obvious or readily available e.g. difficult to quantify non-monetary outcomes, performance depending on people outside the organisation. According to US-OPM (2001), the measurement of performance should focus on what is important even if it is difficult.

### 7.2.1.3 - Non-Distortion of Ratings

#### Information provided by the respondents (questionnaire)

Almost all of the questionnaire respondents (1=63/93=68%, 2=28/93=30%; 1&2=98%) believed that ratings distortion should not take place i.e. the non-distortion of ratings was very significant or significant. One respondent (5=1/93=1%) believed that ratings distortion should take place i.e. the non-distortion of ratings was very insignificant. One respondent (3=1/93=1%) was neutral or did not know whether ratings distortion should not take place.

Many questionnaire respondents (4=23/93=25%, 5=16/93=17%; 4&5=42%) believed that ratings distortion was taking place i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=8/93=9%, 2=7/93=7%; 1&2=16%) believed that ratings distortion was not taking place i.e. the current PAS was very effective or effective. Many respondents (3=39/93=42%) were neutral or did not know whether ratings distortion was taking place.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 17% (16/93) of the respondents was enhanced or stayed the same and the performance of 41% (38/93) of the respondents was reduced or stayed the same. The effect on performance of 42% (39/93) of the respondents was uncertain.

#### Respondents' comments

The following comments were made by seven questionnaire respondents in relation to the non-distortion of ratings:

- “I believe in a PAS that is based on openness, honesty and fairness”.
- “The appraisers should be 100% objective in their judgements, unbiased and open-minded”.
- “There should not be any bias”.
- “The personal relationship and/or friendship between the appraisers and appraisees should not be taken into account”.
- “The appraisal team should be objective and personal differences or likenesses should not affect the appraisal. In case there is evidence which shows that the appraisal is affected in this way, there should be serious penalties which should be applied accordingly. It is a well known fact that the PAS in the public service is ineffective and needs to urgently change since the majority of the employees are rated as “excellent”; something which does not reflect the reality”.
- “I believe that two employees may be assessed in almost the same way even though they work in an entirely different way (in terms of professionalism, performance etc.)”.
- “Everybody is rated as “excellent” even if they do not deserve it; hence there is no progress”.

#### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that ratings distortion should not take place i.e. the non-distortion of ratings was extremely significant (6/25=24%, 1/10=10%) or very significant (19/25=76%, 9/10=90%).

Almost all of the interviewees (appraiser interviews: 24/25=96%, preliminary interviews: 10/10=100%) believed that ratings distortion was taking place i.e. the current PAS was ineffective or very ineffective. The interviewees mentioned that all the examples of distortion (caused by bias and discrimination) on the interview checklist were applicable to a great extent and with a great effect (some examples were more frequent than other examples). It was also mentioned that the plague of distortion was present not only at CTO but in the whole of Cyprus and it undermined the public interest; it was a reflection of the Cyprus society problems i.e. lack of fairness and objectivity, power and party politics, corruption, blaming everyone else apart from one's self, social and professional restrictions, pretence, jealousy, being mean and superficial (money). One interviewee (appraiser interviews: 1/25=4%) believed that ratings distortion was not taking place i.e. the current PAS was effective. The interviewee mentioned that distortion was minimised due to minimising factors which reduced subjectivity i.e. the appeal mechanism and the appraisal teams which consisted of more than one appraiser.

Most interviewees (appraiser interviews: 23/25=92%, preliminary interviews: 6/10=60%) believed that the current situation (distortion taking place) reduced their performance and a few interviewees (appraiser interviews: 1/25=4%, preliminary

interviews: 4/10=40%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if distortion was not taking place. One interviewee (appraiser interviews: 1/25=4%) believed that the current situation (distortion not taking place) increased his/her performance.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the non-distortion of ratings:

-The major weakness of the current PAS is the distortion of ratings. The current PAS will become effective and useful when the distortion of ratings is eliminated or minimised. The distortion of ratings is costly, damaging, disappointing, stagnant and not conducive to high performance.

-The following are some of the symptoms of ratings distortion: demotivation (especially for high performers), low morale, low job satisfaction, stress, uneasiness, frustration, bitterness, disappointment, insecurity, suspicion, undermining, hostility, revenge, conflict, interpersonal difficulties, unhealthy competition for promotions, organisation and delegation of work is difficult, time consuming and stressful, low performance especially during promotions, lawsuits, cancellation of promotions and transfers.

-Distortion of ratings is present under the current PAS because of the following: bias, prejudice, subjectivity, discrimination, lack of meritocracy and fairness, grey areas, loopholes and misconceptions, self-interest, abuse of appraisers' powers, convenience (e.g. for low performers), politics, interpersonal relationships.

-The inconsistency of ratings is problematic (difficult to compare), unfair and demotivating especially during promotions. The inconsistency is caused by the different interpretation of the current scale, strictness bias (e.g. a very high performer is not rated as "excellent"), leniency bias (e.g. an average or low performer is rated as "excellent") and recency bias. Accurate and consistent ratings are possible with the introduction of an effective assessment method so that employees who hold the same position title and serve in different departments can compete for promotions on equal terms.

-The assessments are usually conducted without taking into account the work overload (inc. the fairness of the allocation of work) and the associated risk, tolerance for mistakes, difficulty and complexity e.g. employees who are overloaded with complex work and who might have not completed some of their work on time are rated as very good and employees who are not at all overloaded and can easily complete their work on time are rated as "excellent". The lack of rating fairness naturally demotivates the employees so that they stop caring about their performance and they come to work only for making a living (public sector syndrome). Fair allocation of work (quality of work is enhanced) and fair assessments are possible though the measurement of the work that is performed.

-According to the regulations, the "excellent" ratings are applicable only when the employee has done a truly excellent job or something extraordinary or when the employee has assumed high levels of risk, responsibility or initiative. The above examples which represent out of the ordinary tasks and performance are over and above the tasks and performance which are specified in an employee's job description. In addition, all the "excellent" ratings need to be properly justified. There is no compliance with the above provisions since the "excellent" ratings are not

justified and most employees are rated as “excellent” without demonstrating an out of the ordinary performance. A few employees who may demonstrate an out of the ordinary performance are usually penalised by their superiors e.g. disciplinary procedures, lack of support.

-Even though most employees are rated as “excellent”, the employees know that this is not true because there are employees who actually perform better than others. Therefore, the high or low performers are not obvious because almost everybody is rated the same (the ratings are not based on objective and measurable criteria). This problematic situation naturally demotivates the high performers (there are times when their ratings are lower than the ratings of the low performers) and leads to interpersonal difficulties (between the high performers and their appraisers) especially at times of promotion competition i.e. the employees who are in fact the best and deserve to be promoted are not obvious and in consequence they may not be promoted. If the ratings reflected the employees’ true performance, there would be only a few “excellent” ratings. Therefore, these truly excellent employees would be promoted because it would be clear to everyone that they deserved to be promoted.

-In the first few years of employment, the employees are not rated as “excellent”. These ratings are acceptable by all new employees as the demonstration of excellent performance at this stage is highly unlikely (e.g. training on the job). At this stage, the current PAS may be considered by the new employees as a sound system since the phenomenon of rating almost everybody as “excellent” is not present. After a few years some of the above employees are rated as “excellent” and after some time some more employees are rated as “excellent” etc. i.e. some employees are rated as “excellent” sooner or later than others but after a certain period of time they are all rated as “excellent”. Some employees are rated as “excellent” sooner or later than others due to the inconsistency of appraiser standards e.g. the employees who are rated as “excellent” later than others are assessed by strict appraisers and the employees who are rated as “excellent” sooner than others are assessed by lenient appraisers. During this time and before everybody is rated as “excellent”, the employees who are rated as “excellent” later than others are less privileged and more disadvantaged than the others at times of promotion competition.

-The phenomenon of almost everybody being rated the same (“excellent” ratings over time: one way system as the ratings go up and not down) is a symptom of the narrow range of the current scale. The phenomenon can be avoided if the range of the scale is wider and if the current assessment criteria carry weights according to their significance.

-The appraisals do not reflect the employees’ true performance or potential because they are not carried out as they should. The appraisals are inadequate, superficial and unfair because almost everybody is rated the same (an unrealistic situation as it is impossible for almost everyone to be “excellent” in all the current assessment criteria).

-The ratings are not objective or representative of the reality whenever the appraisees are assessed by the wrong appraisers i.e. the appraisers who do not know the appraisees and their jobs are not in a position to express an opinion on their performance.

-The ratings are unfair because the employees’ true performance is not reflected (the appraisals are not related to performance). The true performance is not reflected due to lack of objective measurement (e.g. the current assessment criteria are not specific or measurable). Distortion can be minimised and the true performance can be reflected through the following: specific tasks and goals, training for consistency of

performance standards, utilisation of potential and monitoring of progress through measurement (evidence) for purposes of assessment and rewards.

-The employees are not motivated to improve performance because the ratings are distorted and unjustified. The employees become complacent because of the “excellent” ratings. Even though they know that they are not excellent performers, the “excellent” ratings and the absence of suggestions for improvement by the appraisers make them conclude that they can take it easy (public sector syndrome) since nobody cares about performance. Even the high performers stop performing to their maximum capacity at a certain stage since performance is irrelevant. The consequences of this problematic situation are the following: reduction of performance, the organisational goals are not achieved, unutilised potential and ineffective utilisation of human resources (e.g. promoting the low performers instead of the high performers). The employees’ performance and job satisfaction would be enhanced if they were accurately and fairly rated and recognised for their efforts.

-It is easy for the appraisers to rate the appraisees they do not know as “excellent” because they are not aware of the appraisees’ performance whereas in the case of the appraisees they know they most probably feel guilty because they rate the appraisees as “excellent” and they know that the appraisees’ performance is not excellent. Even though interpersonal difficulties and conflict are not an issue when the appraisers rate the appraisees they do not know as less than “excellent”, the appraisers rate the appraisees they do not know as “excellent” so as to prevent any possible conflict in the future.

-The appraisers avoid to rate the appraisees less favourably than the ratings of the previous years so as to avoid any interpersonal difficulties and conflict with the appraisees as well as the appeal process in which they will have to justify and/or amend their ratings (the appraisees usually file an appeal when they believe that they are under-rated e.g. rated less favourably than the ratings of the previous years).

-The option of the “excellent” ratings is the norm (everybody does it). If an appraiser does not follow the norm he/she will be the odd one out, he/she will have interpersonal difficulties with the appraisees and the appraisees’ performance will deteriorate. The option of the “excellent” ratings is the most convenient option as the appraisers have peace of mind and they avoid being attacked (especially convenient for the appraisers who are not confident). In addition, the appraisers are trapped in a vicious circle i.e. an appraiser believes that he/she has to rate his/her appraisees as “excellent” even though they do not deserve it so that during promotions they can compete on equal terms (equity and fairness) with other appraisees who are also rated as “excellent” but they do not deserve it.

-The ratings are not driven by performance but by personal opinions and attitudes and interpersonal relations e.g. an appraisee may be forced to behave in a manner not conducive to high performance if that is desirable by his/her appraisers (for whatever reason) due to the fear of being rated unfavourably by his/her appraisers (revengeful attitude); in case the appraisee does not behave as above the revengeful attitude will materialise and he/she will be rated unfavourably.

-The appraisers who are not fair and distort the ratings take revenge of the appraisers who attempt to conduct fair assessments.

-On certain occasions, appraisees who deserve “excellent” ratings are not rated as “excellent” (not reflecting true performance) e.g. avoiding “excellent” ratings for new employees so that they are encouraged to work harder and because they need some time before they become high performers, e.g. the high performers are unfavourably

rated when they do not get on with their appraisers or when they are considered by their appraisers as a major career threat.

-It would not make any difference (performance would still not be improved) if the ratings were accurate (reflecting true performance) because no one is using the results of the appraisals for purposes of performance. Therefore, the option of inaccurate ratings (“excellent” or otherwise) is adopted since with this option interpersonal difficulties are prevented. When the results of the appraisals are used for purposes of performance (even unofficially or subconsciously by the appraisees) and the ratings are distorted or inaccurate, performance does not improve because the appraisees are not aware of their true performance problems. When the results of the appraisals are not used for purposes of performance, performance does not improve for the same reason as above. The enhancement of performance is the purpose and philosophy of a PAS and for this reason the results of the appraisals must be used for purposes of performance and the ratings should not be distorted.

-Distortion of ratings is probably inevitable because the PAS is used exclusively for purposes of promotions. The ratings become problematic because they determine promotions and the promotions become problematic because they are based on problematic ratings. When the promotions are problematic there is ineffective allocation of human resources since the employees who are promoted are not suitable. The employees who are not promoted and deserve to be promoted are naturally demotivated and demoralised and their performance deteriorates as their career is put on hold.

-Injustice and political interventions lead to distortion of ratings for purposes of promotions. The promotions and recruitments are approved by the Board of Directors which is the main decision making body of CTO. The appointment of the Board members is purely a political process and the Board members (who do not usually have sufficient expertise and knowledge in tourism) are naturally guided by the agendas of their political parties.

-Many lawsuits are being filed by the employees against CTO for purposes of challenging promotions. Even though the ratings are one of the promotion criteria, the lawsuits are not based on the distortion of ratings but on the other promotion criteria (qualifications and seniority) because the distortion of ratings cannot be legally substantiated and there are no remedies for it due to the loopholes of the current PAS. If the distortion of ratings could be legally substantiated and the appraisers represented CTO at the court hearings, the frequency of ratings distortion would be lower since the appraisers would conduct fair and objective appraisals which would be supported with evidence in order to avoid public embarrassment at the court hearings. The lawsuits are indirectly related to the distortion of ratings because the distorted ratings (e.g. “excellent”) determine promotions. Even though the “excellent” ratings apply to almost everybody in the long term (consistency over time) and nobody is disadvantaged for purposes of promotions, in the short term and until everybody is rated as “excellent” some appraisees are rated as “excellent” (e.g. low performers but they get on with their appraisers) and some appraisees are rated as less than “excellent” (e.g. high performers but they do not get on with their appraisers) so that the latter appraisees are disadvantaged for purposes of promotions.

-The promotions are based on seniority i.e. promoting the most senior employees irrespective of their performance.

-On certain occasions, the promotions are based on fair and accurate appraisals that reflect true performance e.g. a very high performer is rated as “excellent” and is promoted and a low performer is rated as less than “excellent” and is not promoted.

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	✓	✓
Current Situation (existence: ✓/lack: ✗)	✗	Many Respondents: ✗ Some Respondents: ✓
Performance	Not Enhanced	Many Respondents: Not Enhanced Some Respondents: Enhanced
<p>Significance: Consistency, Current Situation: Inconsistency                      (the current situation inconsistency could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisers are in a position to know if and why distortion takes place and to what extent since it is the appraisers who create distortion whereas it is possible for some appraisees to assume that distortion does not take place as they are not sure if and why their ratings are distorted by the appraisers and to what extent; in addition, the inconsistency could possibly be justified by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible)                      (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)</p>		

Both the questionnaire respondents and the interviewees believed that ratings distortion should not take place.

In the case of the interviews, almost all interviewees believed that ratings distortion was taking place whereas in the case of the questionnaire, many respondents believed that ratings distortion was taking place and some respondents believed that ratings distortion was not taking place. The inconsistency between the findings of the questionnaire and the findings of the interviews could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisers are in a position to know if and why distortion takes place and to what extent since it is the appraisers who create distortion whereas it is possible for some appraisees to assume that distortion does not take place as they are not sure if and why their ratings are distorted by the appraisers and to what extent. In addition, the inconsistency could possibly be justified by some respondents who believed that ratings distortion was taking place and might have not read carefully the statements (inc. the definition/examples) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-“disagree” they circled number 1, 2 or 3-“agree” or “neutral/don’t know”).

In the case of the interviews, the performance of almost all of the interviewees (97%=34/35) was not enhanced (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, the performance of only many of the respondents (41%) was not enhanced. In the case of the interviews, the performance of only one interviewee (3%=1/35) was enhanced whereas in the

case of the questionnaire, the performance of some of the respondents (17%) was enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 97% of the interviewees and 58% (41% + 17%) of the respondents was not enhanced and the performance of 3% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the current situation (effectiveness) inconsistency which is explained above as well as the neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that ratings distortion should not take place. One participant believed that ratings distortion should take place.
- Most participants believed that ratings distortion was taking place. Some participants believed that ratings distortion was not taking place.
- Most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then almost all participants' performance was not enhanced and the performance of one participant was enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

#### Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	✓
Current Situation (existence: ✓/lack: ✗)	Most Participants: ✗ Some Participants: ✓
Performance	Most Participants: Not Enhanced Some Participants: Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the current situation (according to the findings in chapter 4, the factor of the non-distortion of ratings was not present except in the case of certain organisations in the private sector in Cyprus) (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

### Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):



-some participants believed that ratings distortion was not taking place (this finding is not part of the findings in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
Significance of the Non-Distortion of Ratings	✓	✓	✓
Current Situation: Distortion of Ratings & Non-Enhancement of Performance (the assessments do not reflect the true performance and they are not used for performance purposes: the appraisees do not know how to improve their performance when they are not aware of their true performance levels)	✓	✓	✓ Current Situation: Distortion of Ratings & Non-Enhancement of Performance (lack of commitment and motivation for development and improvement of performance due to the lack of justification of the ratings and the lack of evidence of the true performance)
Current Situation: Causes/Types of Distortion (e.g. strictness bias, leniency bias, inconsistent interpretation of the rating scale and criteria, unsuitable appraisers,	✓	✓ Current Situation: Causes/Types of Distortion (the appraisers are not willing to assess the appraisees	✓

<p>“excellent” ratings, interpersonal relationships)</p> <p>Current Situation: Causes of the “Excellent” Ratings (e.g. it is the norm, avoidance of interpersonal difficulties, convenience, the employees compete on equal terms during promotions)</p>	✓	<p>objectively, the appraisees are not willing to accept criticism and be compared objectively with their colleagues)</p> <p>✓</p>	✓
<p>Current Situation: Main Cause of Distortion (the current PAS is used exclusively for purposes of promotions)</p> <p>Current Situation: Loopholes of the Current PAS (there are no legal remedies for the distortion of ratings because according to the regulations the assessments are conducted as they should)</p> <p>Current Situation:</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>Current Situation: Main Cause of Distortion (even though the current promotion system is based on the current PAS and they are separate systems, the distortion is not minimised because the current PAS is used exclusively for promotions and its features are insufficient in relation to the reflection of true performance)</p> <p>✓</p> <p>✓</p>

Ineffective Utilisation of Human Resources (the promotions are problematic because they are based on distorted ratings)	✓	Current Situation: Ineffective Utilisation of Human Resources (the high performers are not obvious, the high performers are not promoted) (lack of justice and meritocracy)	Current Situation: Lack of Motivation for Improving Performance due to the Lack of Performance Related Rewards & Ineffective Utilisation of Human Resources (the promotions are based on assessments which do not reflect the true performance) (the low performers are promoted for deteriorating or not improving performance: dysfunctional behaviour)
Assessment on the Basis of Goals: Non-Distortion of Ratings (objective/fair/accurate measurement: true performance through fact-based evidence)	✓	✓	✓ The Goals Method is a Fair/Valid/ Reliable Basis for Assessing/ Improving/ Rewarding Performance (the distortion of ratings is minimised)
✓ The above are also consistent with the Literature in chapter 3 and chapter 4 e.g. ACAS (2008), Grote (2002/2000), Grote (2002), Milkovich et al (1991), Duarte et al (1994), Cook (1995), Gabris and Mitchell (2007), ICMR (2009), Beach (1985), Thompson et al (1999), Mikellidou (2009), Vasiliou (2011), Gray (2002), Daley (1992)			
Overall Consistency			

According to the preceding analysis, the participants consider the non-distortion of ratings as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). According to the participants, the distortion of ratings at CTO (the major weakness of the current PAS) does not enhance performance because when the true performance is not reflected the problems are not identified and solved and the employees become complacent (especially when the ratings are “excellent”). In addition, the assessments do not contain any suggestions for improvement as the assessments are not used for performance purposes. According to the participants, the following distortion causes or types are experienced under the current PAS: strictness bias, leniency bias, inconsistent interpretation of the rating scale and criteria, recency bias, unsuitable appraisers (not knowing the appraisees and their jobs), “excellent” ratings, interpersonal relations, culture, politics, the ratings are not less favourable than the previous year (usually the same as the previous year). They believe that the following reasons encourage the appraisers to rate the employees as “excellent” (the high or low performers are not obvious): it is the norm,

avoidance of interpersonal difficulties, convenience, the employees compete on equal terms during promotions. Some employees are rated as “excellent” sooner or later than others (inconsistency of ratings) but over time they are all rated as “excellent” (consistency of ratings). The participants believe that the ratings are distorted mainly because the current PAS is used exclusively for purposes of promotions and that the promotions are problematic (ineffective utilisation of human resources) because they are based on distorted ratings. The distortion of ratings is not legally substantiated and there are no remedies for it due to the loopholes of the current PAS (according to the regulations the assessments are conducted as they should). The participants believe that the non-distortion of ratings is possible through the goals assessment (it is the most popular assessment method-see corresponding sub-theme) since it is possible to measure performance against the goals objectively, fairly and accurately (assessing true performance and justifying the assessment through fact-based evidence).

I also consider the non-distortion of ratings as a significant factor and I agree with the participants’ views. When the ratings are distorted (e.g. subjectivity, bias, personality instead of performance, “excellent” ratings) and not justified or evidenced the appraisees are not committed or motivated to improve and learn. This is the case even when there is consistency of ratings (procedural justice) i.e. the distortion of ratings applies to everyone in the same way and over time (“excellent” ratings). Even though the current promotion system is based on the current PAS and they are separate systems, distortion is not minimised because the current PAS is used exclusively for promotions and its features are insufficient in relation to the reflection of true performance. When a PAS is used primarily for determining salaries and other monetary rewards such as promotions it becomes distorted and politicised and its performance and developmental nature is diluted. The appraisees are motivated by promotions but they are not motivated to improve their performance as the promotions are not related to performance. When the promotions are not related to performance (the promotions are based on assessments which do not reflect true performance) the low performers are not prevented from being promoted. Thus, the human resources are not effectively utilised since the low performers are promoted for deteriorating or not improving performance (promoting dysfunctional behaviour). The elimination or minimisation of the distortion of ratings is feasible through the goals method. The goals method is a fair, valid and reliable basis for improving and rewarding performance since the appraisees’ true performance can be objectively measured through fact-based evidence.

The significance of the non-distortion of ratings has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. the appraisers are not willing to assess the appraisees objectively, the appraisees are not willing to accept criticism and be compared objectively with their colleagues, the true performance is not reflected, unrealistic phenomenon of “excellent” ratings, interpersonal relations, politics, using the PAS exclusively for promotions, the high performers are not obvious, the high performers are not promoted, ineffective utilisation of human resources, demotivation, lack of justice and meritocracy, performance deterioration, necessity of the goals assessment for purposes of performance which can be objectively measured). In addition, the goals assessment and the measurement of performance (minimum bias and maximum objectivity) are part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see chapter 4 and literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors):

According to ACAS (2008), the assessments should be accurate and substantiated with comments. Grote (2002/2000) indicates that the assessments should be based on objective performance indicators and not on subjective appraiser judgements. The assessments are objective when they are based on observable phenomena, presented factually and uninfluenced by emotions or prejudice. According to Grote (2002), when there is lack of confidence in the performance measurement process the appraisees believe that the appraisers are biased and do not differentiate between the high and low performers. Milkovich et al (1991) indicate that the quality of ratings is influenced by the appraiser ability and willingness to provide accurate ratings. The willingness of the appraisers is influenced by their perception of the organisational factors and the political and market forces so that it is possible to distort the ratings even if they are trained and understand the rating process. The political dimensions of performance appraisals are the following: the distortion or conscious manipulation of appraisals (not reflecting true performance) is necessary and beneficial because desired outcomes are achieved, frank ratings would do more harm than good, interpersonal difficulties are avoided, equity within a group is achieved and maintained. Duarte et al (1994) indicate that the ratings are influenced by the social context. Cook (1995) indicates that the usefulness of the ratings is minimised because of inaccuracy e.g. bias, politicking, impression management. According to Gabris and Mitchell (2007-in Archer North & Associates (2007)), bias distorts the performance appraisals and creates frustration. According to ICMR (2009), the following are types of appraisal bias: halo effect, error of central tendency, leniency, strictness, culture, stereotyping, recency effects, primacy effects. According to Beach (1985), the following are types of appraisal bias: halo effect, central tendency, interpersonal relations, leniency, strictness. When the appraisers are lenient or strict they have varying standards of performance and interpret performance differently (subjectivity). According to ACAS (2008), the following are types of appraisal bias: halo and horns effect, standards variations, recent past emphasis, central tendency. Thompson et al (1999) indicate that the PAS is distorted and politicised and its developmental nature is diluted when pay is used to create a performance culture. Beach (1985) indicates that the bias of organisational influences is the change of the ratings according to the management use e.g. leniency bias when the ratings are used for pay and promotions (also for maintaining good interpersonal relationships), strictness bias when the ratings are used for developmental purposes. Milkovich et al (1991) indicate that the ratings vary according to their purpose e.g. lenient ratings when they are used for administration purposes, strict ratings when they are used for developmental purposes. Mikellidou (2009) indicates that the performance appraisals in the government and the public sector organisations in Cyprus are used for promotion instead of developmental purposes. Vasiliou (2011) indicates that when the ratings are “excellent” performance is not enhanced and the most suitable employees are not promoted as the high and low performers are not obvious. Gray (2002) indicates that the performance appraisals are flawed as they are not objective (distorted by appraiser bias). Therefore, trying to link appraisals to pay and rewards so as to motivate higher performance is only a waste of time. Milkovich et al (1991) indicate that, even though the motivational possibilities of performance appraisals are qualified (limitation of

inaccuracy which is present in all judgements), the employees are motivated to perform provided they believe that the performance appraisals are a reasonable estimate of how they performed (credible appraisers who appraise performance accurately because they know the employees' work and they are honest), the performance criteria are concrete and the employees participate in the setting of goals. According to Daley (1992), the management by objectives is an objective method through which measurement of performance is possible.

#### 7.2.1.4 - Assessment Basis (Performance, Personality or Both)

##### Information provided by the respondents (questionnaire)

Most of the questionnaire respondents (4=61/93=66%, 5=7/93=8%; 4&5=74%) believed that the appraisees should not be assessed on the basis of their performance only i.e. assessment on the basis of performance only was insignificant or very insignificant. Some of the respondents (1=5/93=5%, 2=6/93=6%; 1&2=11%) believed that the appraisees should be assessed on the basis of their performance only i.e. assessment on the basis of performance only was very significant or significant. Some of the respondents (3=14/93=15%) were neutral or did not know whether the appraisees should be assessed on the basis of their performance only.

Many questionnaire respondents (4=27/93=29%, 5=12/93=13%; 4&5=42%) believed that they were not assessed on the basis of their performance only i.e. the current PAS was ineffective. Some of the respondents (1=2/93=2%, 2=9/93=10%; 1&2=12%) believed that they were assessed on the basis of their performance only i.e. the current PAS was very effective. Many respondents (3=43/93=46%) were neutral or did not know whether they were assessed on the basis of their performance only.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 38% (35/93) of the respondents was enhanced or stayed the same and the performance of 10% (9/93) of the respondents was reduced or stayed the same. The effect on performance of 52% (49/93) of the respondents was uncertain.

Most of the questionnaire respondents (1=35/93=38%, 2=43/93=46%; 1&2=84%) believed that the appraisees should be assessed on the basis of both their performance and personality i.e. assessment on the basis of both their performance and personality was very significant or significant. A few respondents (4=8/93=9%) believed that the appraisees should not be assessed on the basis of both their performance and personality i.e. assessment on the basis of both their performance and personality was insignificant. A few respondents (3=7/93=7%) were neutral or did not know whether the appraisees should be assessed on the basis of both their performance and personality.

Some of the questionnaire respondents (4=18/93=19%, 5=12/93=13%; 4&5=32%) believed that they were not assessed on the basis of both their performance and personality i.e. the current PAS was effective in relation to the absence of personality but ineffective in relation to the absence of performance. Some of the respondents (1=3/93=3%, 2=28/93=30%; 1&2=33%) believed that they were assessed on the basis of both their performance and personality i.e. the current PAS was effective in relation to performance but ineffective in relation to personality. Some of the respondents (3=32/93=35%) were neutral or did not know whether they were assessed on the basis of both their performance and personality.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 38% (35/93) of the respondents was

enhanced or stayed the same and the performance of 26% (24/93) of the respondents was reduced or stayed the same. The effect on performance of 36% (34/93) of the respondents was uncertain.

According to the above analysis, the following can be concluded in relation to the assessment on the basis of personality only (see also appendix 39):

-most of the questionnaire respondents (4or5=73/93=79%) believed that the appraisees should not be assessed on the basis of their personality only i.e. assessment on the basis of personality only was insignificant or very insignificant. Two respondents (1or2=2/93=2%) believed that the appraisees should be assessed on the basis of their personality only i.e. assessment on the basis of personality only was very significant or significant. Some of the respondents (3=2/93=2%, 3or4or5=16/93=17%; 3&3or4or5=19%) were neutral or did not know whether the appraisees should be assessed on the basis of their personality only.

-some of the questionnaire respondents (4or5=16/93=17%) believed that they were not assessed on the basis of their personality only i.e. the current PAS was effective. Some of the respondents (1or2=31/93=33%) believed that they were assessed on the basis of their personality only i.e. the current PAS was very ineffective. Many respondents (3=20/93=22%, 3or4or5=26/93=28%; 3&3or4or5=50%) were neutral or did not know whether they were assessed on the basis of their personality only.

-according to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 17% (16/93) of the respondents was enhanced or stayed the same and the performance of 28% (26/93) of the respondents was reduced or stayed the same. The effect on performance of 55% (51/93) of the respondents was uncertain.

Almost all of the questionnaire respondents believed that the appraisees should be assessed on the basis of their performance (assessment on the basis of performance only or performance and personality) since the most popular assessment basis was performance (89/93=96%) and the least popular basis was personality (80/93=86%).

#### Respondents' comments

The following comments were made by two questionnaire respondents in relation to the assessment basis (performance, personality or both):

-“The personality and qualifications of the appraisee should be taken seriously into account”.

-“Diligence, conscientiousness and loyalty should be rewarded and reflected in both the grades/ratings and remuneration”.

#### Information provided by the interviewees (interviews)

Most of the interviewees (appraiser interviews: 19/25=76%, preliminary interviews: 9/10=90%) believed that the appraisees should be assessed on the basis of their performance and personality i.e. the assessment on the basis of performance and personality was very significant (12/25=48%, 3/10=30%) or significant (7/25=28%, 6/10=60%). Most of these interviewees (appraiser interviews: 12/25=48%, preliminary interviews: 5/10=50%) believed that there should be more emphasis on performance i.e. the assessment on the basis of both but mostly on performance was very significant (8/25=32%, 1/10=10%) or significant (4/25=16%, 4/10=40%). One interviewee (preliminary interviews: 1/10=10%) believed that there should be more emphasis on personality i.e. the assessment on the basis of both but mostly on personality was significant. Some of the interviewees (appraiser interviews: 6/25=24%, preliminary interviews: 1/10=10%) believed that the appraisees should be

assessed on the basis of their performance only i.e. the assessment on the basis of performance only was extremely significant (1/10=10%), very significant (5/25=20%) or significant (1/25=4%). One interviewee mentioned that such an assessment basis was significant provided it operated under a new and improved PAS.

All of the interviewees believed that the appraisees should be assessed on the basis of their performance (assessment on the basis of performance only, performance and personality or performance and personality but mostly performance) since the most popular assessment basis was performance (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) and the least popular basis was personality (appraiser interviews: 19/25=76%, preliminary interviews: 9/10=90%).

Almost all of the interviewees (appraiser interviews: 22/25=88%, preliminary interviews: 9/10=90%) believed that the appraisees were assessed on the basis of their performance and personality i.e. the current PAS was effective in relation to performance but ineffective in relation to personality. One interviewee mentioned that the appraisees were sometimes assessed on the basis of both but mostly on their performance and sometimes on the basis of both but mostly on their personality.

Some of these interviewees (appraiser interviews: 11/25=44%, preliminary interviews: 2/10=20%) believed that there was more emphasis on performance i.e. the appraisees were assessed on the basis of both but mostly on their performance (the current PAS was effective). A few interviewees (appraiser interviews: 3/25=12%) believed that the appraisees were assessed on the basis of their performance only i.e. the current PAS was very effective. One interviewee (preliminary interviews: 1/10=10%) believed that the appraisees were assessed on the basis of their personality only i.e. the current PAS was very ineffective.

A few interviewees (appraiser interviews: 2/25=8%, preliminary interviews: 2/10=20%) believed that the current situation (not assessed on the basis of performance only i.e. personality only, performance and personality or both but mostly personality) reduced their performance and some interviewees (appraiser interviews: 2/25=8%, preliminary interviews: 5/10=50%) believed that their performance did not increase or decrease (no effect on performance) e.g. performance did not increase or decrease when personality was assessed because the ratings were favourable. In both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if the appraisees were assessed on the basis of performance only or both but mostly performance. A couple of interviewees mentioned that the performance of certain appraisees never increased and their personality never improved no matter what (e.g. appraisees who did not have a strong or pleasant personality and were performing only routine and mechanistic tasks). One interviewee mentioned that performance would increase if the appraisees were assessed on the basis of both but mostly personality. Most interviewees (appraiser interviews: 21/25=84%, preliminary interviews: 3/10=30%) believed that the current situation (assessed on the basis of performance i.e. performance only, performance and personality or both but mostly performance) increased their performance.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the assessment basis (performance, personality or both):

-The assessment basis (performance, personality or both) is a subconscious thought process that the appraisers go through. The assessment basis is sometimes obvious to



the appraisees and sometimes not. The appraisees should know the basis of their assessment for purposes of improvement.

-The appraisers take into account the appraisees' personality during their assessments because certain aspects of personality affect an individual's behaviour and performance. The following are some of these personality aspects: presentation, positive rapport, speech, approach, pleasant personality (especially important for certain positions and tasks e.g. inspectors who have frequent contact with businessmen, employees who have frequent contact with people who are interested to visit Cyprus), positive attitude and timely response (especially during emergencies), organising and planning skills, confidence and dynamic personality (especially for employees on high scale positions), willingness, initiative, ability to solve problems, handling difficult situations, dealing with people (listening, communicating and convincing so as to get the work done), cooperation and communication, zeal, sense of responsibility, work interest, effort to exceed expectations.

-The appraisers assess the appraisees on the basis of their personality (only or mostly personality) instead of their performance because most of the current criteria refer to personality aspects. In addition, the assessments are influenced by political interventions and interpersonal relationships which have developed over the years between the appraisers and the appraisees (part of the Cypriot culture). It is almost impossible to rate the appraisees as less than "excellent" (even if their performance has deteriorated) especially if their ratings in the previous years were "excellent" because such an action would be against the norm, it would cause interpersonal difficulties, appeals would be filed and the trade unions would interfere.

-When the appraisees are assessed on the basis of their personality (only or mostly personality), the appraisers' judgement is diluted and biased (e.g. leniency or strictness). Therefore, the assessments become unfair (e.g. favourable ratings for low performers because they get on with their appraisers or vice versa), they do not reflect the appraisees' true performance and they lead to deterioration of performance.

-The appraisees are assessed on the basis of both their personality and performance because there are tasks which are based and assessed mostly on performance and tasks which are based and assessed mostly on personality e.g. the appraisees who have frequent contact with business associates and the public are assessed mostly on their personality because they must be tough with the enforcement of the law, they must communicate effectively and they must have a pleasant personality. The appraisees like and expect to be assessed on the basis of both their personality and performance or on the basis of their personality because the current PAS encourages such an expectation. When the appraisees are rated highly for their effort and work interest, they are pleased (job satisfaction) and motivated to work harder next time (e.g. unpaid overtime).

-The assessment on the basis of both performance and personality but mostly performance would be possible under the current PAS if the criteria which refer to performance aspects carried a greater weight than the criteria which refer to personality aspects.

-The assessment on the basis of performance is impossible under the current PAS but it is possible under a new and improved PAS.

-The assessment on the basis of performance (assessing the performance and not the person) is more important than the assessment on the basis of personality (assessing the person and not the performance) because performance (results) is the only thing that counts and makes the difference in a business environment. The appraisers' judgement and assessments should not be influenced by personality which is

subjective but by performance which is measurable, objective, meritocratic and fair. When the assessments reflect the employees' true performance, the employees are encouraged to improve their performance because they are aware of their performance problems.

-The assessment on the basis of performance takes into account the personality because the aspects of personality that influence performance are inevitably reflected in performance. However, the assessment on the basis of personality does not take into account the performance because performance does not influence personality.

-The following examples indicate that the assessment on the basis of performance is fairer than the assessment on the basis of personality:

-it is unfair for a low performer to be assessed on the basis of his/her pleasant personality (favourable ratings) even if his/her personality is appreciated by other employees because his/her low performance is disguised (in this case personality does not affect performance)

-it is unfair for a high performer to be assessed on the basis of his/her unpleasant personality (unfavourable ratings) even if his/her personality bothers other employees because his/her high performance is disguised (in this case personality does not affect performance)

-it is fair for a high performer with a pleasant personality to be assessed on the basis of his/her performance (favourable ratings) because his/her high performance is reflected (in this case personality affects performance)

-it is fair for a low performer with an unpleasant personality to be assessed on the basis of his/her performance (unfavourable ratings) because his/her low performance is reflected (in this case personality affects performance).

-The employees' personality is not important during their assessment but it is important after their assessment. The employees are motivated to improve their performance according to their personality because their personality determines the way they can be motivated e.g. a low performer with a pleasant personality is not motivated with the same approach as a low performer with an unpleasant personality.

#### Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

##### Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	Most Interviewees: Performance and Personality Some Interviewees: Performance Only	Most Respondents: Performance and Personality Some Respondents: Performance Only
Current Situation	A Few Interviewees: Performance Only Almost All Interviewees: Performance and Personality	A Few Respondents: Performance Only Some Respondents: Performance and Personality Some Respondents: Personality Only
Performance	Some Interviewees: Not Enhanced Most Interviewees: Enhanced	Some Respondents: Not Enhanced Some Respondents: Enhanced
Significance: Consistency, Current Situation: Inconsistency		

(the current situation inconsistency could possibly be explained by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible; in addition, the inconsistency could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. certain appraisees may exaggerate about the extent of performance that is not taken into account or the extent of personality that is taken into account during their assessments {blaming the appraisers} so as to justify their low ratings; however, it could be argued that certain appraisers may exaggerate about the extent of performance they take into account during assessments so as to appear as effective and fair appraisers; the latter argument is more likely because in all the other questions the interviewees explained how and to what extent the distortion of ratings {true performance not reflected} was taking place; the inconsistency between this question and all the other questions could possibly be explained by the cultural tendency of “blaming everyone else apart from one’s self” i.e. the distortion of ratings was emphasised by the interviewees when they were referring to the general state of the current PAS but the distortion of ratings was not emphasised when they were referring to their own assessment basis)  
(the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)

Both the questionnaire respondents and the interviewees believed that the appraisees should be assessed on the basis of their performance (assessment on the basis of performance only, performance and personality or performance and personality but mostly performance). Most questionnaire respondents and most interviewees believed that the appraisees should be assessed on the basis of their performance and personality. Some questionnaire respondents and some interviewees believed that the appraisees should be assessed on the basis of their performance only. The consistency between the findings of the questionnaire and the findings of the interviews is partly justified by the corrections on some of the findings of the questionnaire. As explained in chapter 6, some of the respondents’ answers would not make sense if they were not corrected i.e. the corrections were necessary for purposes of enhancing the validity and reliability of the data. If the data were not corrected valid conclusions would not be drawn e.g. not ascertaining the true degree of consistency between the interviews and questionnaire findings. According to the factors which were taken into account for the corrections of the data (see chapter 6 for more details e.g. highest frequencies, my knowledge and experience, interview findings), the most reasonable option which guided the corrections was the assessment on the basis of performance and personality. The interview findings also indicated that the frequency of performance only was lower than the frequency of performance and personality (performance only=7: appraiser interviews=6 + preliminary interviews=1, performance and personality=28: appraiser interviews=19 + preliminary interviews=9). The basis of performance and personality was a reasonable option for both the appraisers and the appraisees because the combination of performance and personality meant that they could have the best of both worlds (see below for explanation of performance convenience and personality convenience). The findings of the questionnaire and the findings of the interviews would have been inconsistent with each other if the data were corrected in a different way i.e. the assessment on the basis of performance only guiding the corrections or the assessment on the basis of performance only guiding half of the corrections and the assessment on the basis of performance and personality guiding the other half of the corrections. The scenario of the assessment on the basis of

personality only cannot be considered for purposes of guiding the corrections because the option of personality only was hardly selected by any participant. Under the first scenario, the assessment on the basis of performance only would have increased to 51 cases (11+40 corrections=51) and the assessment on the basis of performance and personality would have decreased to 38 cases (78-40 corrections=38). Under the second scenario, the assessment on the basis of performance only would have increased to 31 cases (11+20 corrections=31) and the assessment on the basis of performance and personality would have decreased to 58 cases (78-20 corrections=58). Under the first scenario, the frequency of the assessment on the basis of performance and personality is lower than the frequency of the assessment on the basis of performance only but the difference between the two is not material. Under the second scenario, the frequency of the assessment on the basis of performance and personality is higher than the frequency of the assessment on the basis of performance only. Therefore, it can be concluded that under these alternative scenarios there is an inconsistency between the interviews and questionnaire findings. The inconsistency is acceptable and can be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees. Under the first scenario, the appraisees are more in favour of the assessment on the basis of performance only and the appraisers are more in favour of the assessment on the basis of performance and personality because the appraisees have the opportunity to be rated more fairly under the basis of performance only and the appraisers have the opportunity to conduct convenient assessments under the basis of performance and personality (performance convenience: avoiding any trouble caused by assessments which are based on interpersonal relationships, personality convenience: avoiding any inconvenience caused by assessments which are based on justification, measurement and evidence). Under the second scenario, the appraisees are more in favour of the assessment on the basis of performance and personality but to a smaller extent than the appraisers because the appraisees have the opportunity to be rated more fairly and also the opportunity to have the best of both worlds (performance convenience: avoiding low ratings when performance is high because of justification, measurement and evidence, personality convenience: avoiding low ratings when performance is low because of good interpersonal relationships with the appraisers) in the same way as the appraisers.

A few interviewees and a few questionnaire respondents believed that the appraisees were assessed on the basis of their performance only. In the case of the interviews, almost all interviewees believed that the appraisees were assessed on the basis of their performance and personality whereas in the case of the questionnaire, only some respondents believed that. Some of the interviewees believed that there was more emphasis on performance i.e. the appraisees were assessed on the basis of both but mostly on their performance. In the case of the questionnaire, some respondents believed that the appraisees were assessed on the basis of their personality only whereas in the case of the interviews, only one interviewee believed that. The inconsistency between the findings of the questionnaire and the findings of the interviews could possibly be explained by some respondents who believed that the appraisees were assessed on the basis of their performance and personality and might have not read carefully the statements (inc. the definitions) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 1 or 2-“agree” they circled number 5, 4 or 3-“disagree” or “neutral/don’t know”). However, the inconsistency could possibly be explained by the fact that the

participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. certain appraisers may exaggerate about the extent of performance they take into account during assessments so as to appear as effective and fair appraisers whereas the appraisees have no reason to exaggerate about the extent of performance that is taken into account during their assessments since they believe that they are not responsible for the basis of assessment. However, it could be argued that certain appraisees may exaggerate about the extent of performance that is not taken into account or the extent of personality that is taken into account during their assessments (blaming the appraisers) so as to justify their low ratings. The first argument (appraisers' exaggeration) is more likely because in all the other questions the interviewees explained how and to what extent the distortion of ratings (true performance not reflected) was taking place. Their answer to this question does not reject their comments about the distortion of ratings in all the other questions since personality was also a part of their assessment basis but their answer to this question would have been more consistent with their answers to all the other questions if they did not exaggerate about the extent of performance they were taking into account during assessments. They could have explained that, despite their preference for more emphasis on performance, the distortion of ratings was taking place because the current situation did not allow them to place more emphasis on performance. The above inconsistency could possibly be explained by the cultural tendency of "blaming everyone else apart from one's self" i.e. the distortion of ratings was emphasised by the interviewees when they were referring to the general state of the current PAS but the distortion of ratings was not emphasised when they were referring to their own assessment basis. In fact, a few interviewees mentioned that they were taking into account performance during assessments but personality was taken into account by the other members of the appraisal team (their opinion prevailed due to majority).

The consistency between the findings of the questionnaire and the findings of the interviews in relation to the basis of performance only and the basis of performance and personality is partly justified by the corrections on some of the findings of the questionnaire. As explained in chapter 6, some of the respondents' answers would not make sense if they were not corrected i.e. the corrections were necessary for purposes of enhancing the validity and reliability of the data. If the data were not corrected valid conclusions would not be drawn e.g. not ascertaining the true degree of consistency between the interviews and questionnaire findings. According to the factors which were taken into account for the corrections of the data (see chapter 6 for more details e.g. highest frequencies, my knowledge and experience, interview findings), the most reasonable option which guided the corrections was the assessment on the basis of performance and personality. The interview findings also indicated that the frequency of performance only was lower than the frequency of performance and personality (performance only=3: appraiser interviews=3, performance and personality=31: appraiser interviews=22 + preliminary interviews=9, personality only=1: preliminary interviews=1). The findings of the questionnaire and the findings of the interviews would have been inconsistent with each other if the data were corrected in a different way i.e. the assessment on the basis of performance only guiding the corrections or the assessment on the basis of performance only guiding half of the corrections and the assessment on the basis of performance and personality guiding the other half of the corrections. The scenarios of the assessment on the basis of personality can also be considered for purposes of guiding the corrections because

the option of personality only was selected by some participants i.e. the assessment on the basis of personality only guiding the corrections or the assessment on the basis of personality only guiding half of the corrections and the assessment on the basis of performance and personality guiding the other half of the corrections. In addition to the above main scenarios, the following scenarios can also be considered but there is no need because the variations from the above scenarios are not material: the assessment on the basis of performance only guiding half of the corrections and the assessment on the basis of personality only guiding the other half of the corrections or the assessment on the basis of performance only guiding one third of the corrections, the assessment on the basis of personality only guiding one third of the corrections and the assessment on the basis of performance and personality guiding one third of the corrections. Under the first scenario, the assessment on the basis of performance only would have increased to 28 cases ( $11+17$  corrections= $28$ ) and the assessment on the basis of performance and personality would have decreased to 14 cases ( $31-17$  corrections= $14$ ). Under the second scenario, the assessment on the basis of performance only would have increased to 20 cases ( $11+9$  corrections= $20$ ) and the assessment on the basis of performance and personality would have decreased to 22 cases ( $31-9$  corrections= $22$ ). Under the third scenario, the assessment on the basis of personality only would have increased to 48 cases ( $31+17$  corrections= $48$ ) and the assessment on the basis of performance and personality would have decreased to 14 cases ( $31-17$  corrections= $14$ ). Under the fourth scenario, the assessment on the basis of personality only would have increased to 40 cases ( $31+9$  corrections= $40$ ) and the assessment on the basis of performance and personality would have decreased to 22 cases ( $31-9$  corrections= $22$ ). Under the first scenario, the frequency of the assessment on the basis of performance and personality is lower than the frequency of the assessment on the basis of performance only but the difference between the two is not so material. Under the second scenario, the frequency of the assessment on the basis of performance and personality is higher than the frequency of the assessment on the basis of performance only but the difference between the two is immaterial. Under the third scenario, the frequency of the assessment on the basis of performance and personality is lower than the frequency of the assessment on the basis of personality only. Under the fourth scenario, the frequency of the assessment on the basis of performance and personality is lower than the frequency of the assessment on the basis of personality only. Therefore, it can be concluded that under these alternative scenarios there is an inconsistency between the interviews and questionnaire findings. The inconsistency under the above scenarios can be justified only to a certain extent. Irrespective of any justification, the above scenarios are not as realistic as the scenario which was actually adopted (the assessment on the basis of performance and personality) for the reasons explained earlier. Under the first and second scenarios, the assessment on the basis of performance only is more frequent for the appraisees and the assessment on the basis of performance and personality is more frequent for the appraisers. The scenarios would be more realistic if the basis of performance only was more frequent for the appraisers instead of the appraisees because it is natural for the appraisers to exaggerate about the extent of performance they take into account during assessments so as to appear as effective and fair appraisers and for the appraisees to exaggerate about the extent of performance that is not taken into account during their assessments (blaming the appraisers) so as to justify their low ratings. Under the third and fourth scenarios, the assessment on the basis of personality only is more frequent for the appraisees and the assessment on the basis of performance and personality is more frequent for the appraisers. The scenarios can be considered as realistic because

it is natural for the appraisees to exaggerate about the extent of personality that is taken into account during their assessments (blaming the appraisers) so as to justify their low ratings and for the appraisers to exaggerate about the extent of personality they do not take into account during assessments so as to appear as effective and fair appraisers.

The performance of some of the interviewees (31%=11/35) and some of the respondents (21%-average=10%+26%+28%/3) was not enhanced (performance which decreased and performance which stayed the same). In the case of the interviews, the performance of most of the interviewees (69%=24/35) was enhanced whereas in the case of the questionnaire, the performance of only some of the respondents (31%-average=38%+38%+17%/3) was enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 31% of the interviewees and 52% (21% + 31%) of the respondents was not enhanced and the performance of 69% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the current situation (effectiveness) inconsistency which is explained above as well as the neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain).

Overall findings

According to the preceding analysis and irrespective of the inconsistencies (current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that the appraisees should be assessed on the basis of their performance (assessment on the basis of performance only, performance and personality or performance and personality but mostly performance). Most participants believed that the appraisees should be assessed on the basis of their performance and personality. Some participants believed that the appraisees should be assessed on the basis of their performance only. Two participants believed that the appraisees should be assessed on the basis of their personality only.
- Most participants believed that the appraisees were assessed on the basis of their performance and personality. Some participants believed that the appraisees were assessed on the basis of their personality only. A few participants believed that the appraisees were assessed on the basis of their performance only.
- Most participants' performance was enhanced and some participants' performance was not enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	Most Participants: Performance and Personality Some Participants: Performance Only

Current Situation	Most Participants: Performance and Personality Some Participants: Personality Only A Few Participants: Performance Only
Performance	Most Participants: Enhanced Some Participants: Not Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the following: according to the findings in chapter 4, the assessment basis of performance and personality was not considered as significant and the appraisees were not assessed on the basis of performance and personality or performance only; in the case of certain organisations in the private sector in Cyprus, the goals method was employed for purposes of assessing performance and the rating scales method was employed for purposes of developing personality (the above inconsistencies are reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

- the participants believed in the assessment of both performance and personality and not only performance (emphasis on performance in chapter 4)
- the participants believed that both performance and personality were assessed and not only personality (emphasis on personality in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
Significance of the Assessment Basis of Performance Only	✓ Some Participants: Performance Only  Most	✓	✓ Performance Basis (non-distortion of ratings: reflecting the true performance by measuring performance objectively through fact-based evidence)



	Participants: Performance and Personality		Personality Basis (subjectivity: distortion of performance ratings)  Participants' Preference for Performance and Personality (performance convenience and personality convenience for the appraisers and appraisees)
Assessment on the Basis of Performance: Goals Method: Non-Distortion of Ratings	✓	✓	✓
Assessment of Personality: Rating Scales Method: Development Purposes (the personality influences the performance)	✓	✓	✓ Assessment of Personality for Purposes of Development (the appraisees develop personality aspects that will help them improve their performance)
Current Situation: Assessment on the Basis of Personality instead of Performance & Non- Enhancement of Performance (the assessment criteria under the current rating scales method represent mainly aspects of an individual's personality) (the true performance is not reflected because of the distortion of ratings)	✓ Some Participants: Personality Only  Most Participants: Performance and Personality  A Few Participants: Performance Only	✓	✓ Current Situation: Assessment on the Basis of Personality: Loopholes of the Rating Scales Method (the assessment criteria or personality aspects cannot be objectively measured and matched with an individual's performance: inherent distortion which cannot be legally challenged because according to the rating scales method the assessments are conducted as they should)  Participants' Opinion about Performance Only & Performance and Personality (inconsistency with their opinion about the distortion of ratings: the inconsistency could possibly be explained)

			by the appraisers' exaggeration about the extent of performance they take into account during assessments so as to appear as effective and fair appraisers and the cultural tendency of "blaming everyone else apart from one's self")
✓ The above are also consistent with the Literature in chapter 3 e.g. ACAS (2008), Bacal (2007), D'Netto (2004), Beach (1985), Daley (1992), Grote (2002/2000), Falcone and Sachs (2007), CIPD (2007), Schweiger (1994), CMI (2006)			
Overall Consistency			

According to the preceding analysis, some participants consider the assessment on the basis of performance only as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). Most participants consider the assessment on the basis of performance and personality as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). The participants believe that the ratings should not be distorted and the appraisees should be assessed on the basis of their performance (e.g. through the goals method). However, most of them believe that the appraisees' personality (e.g. professionalism, collegiality, team spirit, communication) should also be assessed (e.g. through the rating scales method) as it influences their performance. As explained earlier, the preference of the participants for the basis of both performance and personality could also be explained by their desire of having the best of both worlds (performance convenience and personality convenience). In the case of the appraisers, they have the opportunity to conduct convenient assessments i.e. performance convenience: avoiding any trouble caused by assessments which are based on interpersonal relationships, personality convenience: avoiding any inconvenience caused by assessments which are based on justification, measurement and evidence. In the case of the appraisees, they have the opportunity to be assessed in a convenient manner i.e. performance convenience: avoiding low ratings when performance is high because of justification, measurement and evidence (fair ratings), personality convenience: avoiding low ratings when performance is low because of good interpersonal relationships with the appraisers. According to some of the participants, the assessments under the current PAS are conducted on the basis of personality only (e.g. the assessment criteria under the current rating scales method represent mainly aspects of an individual's personality, the assessments do not contain any suggestions for improvement as the assessments are not used for performance purposes). According to most of the participants, the assessments under the current PAS are conducted on the basis of both performance and personality. The opinion of the latter participants in this sub-theme is inconsistent with their opinion in the previous sub-theme. According to the previous sub-theme, the participants believe that the true performance is not reflected or assessed because of the distortion of ratings (the major weakness of the current PAS) whereas according to this sub-theme they believe that performance is assessed (in addition to personality). As explained earlier, the inconsistency could possibly be explained by the appraisers' tendencies of "blaming everyone else apart from one's self" and of exaggerating about the extent of

performance they take into account during assessments so as to appear as effective and fair appraisers (the tendencies are demonstrated in this sub-theme as the assessment basis in this sub-theme must have been perceived as more personal than the general phenomenon of the distortion of ratings in the previous sub-theme).

I also consider the assessment on the basis of performance only as a significant factor and I also believe that the ratings should not be distorted (reflecting true performance). I do not agree with those participants who believe in the assessment of both performance and personality because the assessment of personality is subjective (subjective appraiser judgements) and distorts the assessment of performance (objective measurement of performance supported by fact-based evidence e.g. through the goals method). However, the assessment of personality (e.g. through the rating scales method) can be conducted separately from the assessment of performance and it can be used for purposes of development i.e. aiding the appraisees in developing personality aspects that will help them improve their performance. The assessments under the current PAS are conducted on the basis of personality instead of performance. As mentioned in the previous sub-theme, the true performance is not reflected or assessed under the current PAS because the ratings are distorted (e.g. subjectivity, bias, personality instead of performance, “excellent” ratings, interpersonal relations). In addition, the competencies or assessment criteria under the current rating scales method represent mainly aspects of an individual’s personality (the individual’s performance is usually enhanced when the individual behaves in the manner specified by these aspects) which cannot be objectively measured and matched with the individual’s performance (inherent distortion which cannot be legally challenged due to the loopholes of the rating scales method: the assessments are distorted but according to the rating scales method the assessments are conducted as they should).

The significance of the assessment of performance and the development of personality has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. assessment on the basis of personality, distortion of ratings, necessity of the goals assessment for purposes of performance which can be objectively measured, assessment on the basis of the rating scales method for purposes of personality development). In addition, the goals assessment and the measurement of performance (minimum bias and maximum objectivity) as well as the rating scales method are part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): According to ACAS (2008), the rating scales method (employee characteristics rated on a scale) is easy to construct, use and understand but it is subjective. Bacal (2007) indicates that the rating scales method is easy, cheap and not time consuming but it is useless for purposes of performance improvement. D’Netto (2004) indicates that acceptable behavioural and performance standards must be set and the assessment should focus on how the job is done and the goals within the job. Beach (1985) indicates that the management by objectives is suitable for performance. According to Daley (1992), the management by objectives is an objective method through which measurement of performance is possible. Grote (2002/2000) indicates that the

assessments should be based on objective performance indicators and not on subjective appraiser judgements. According to Falcone and Sachs (2007), the assessments are objective when the appraisers document the performance of employees (reminder and evidence of performance instead of personality). According to CIPD (2007), the assessments should analyse performance and not personality. Schweiger (1994) indicates that the assessments should focus on job behaviour and not on personality. According to ACAS (2008), the assessments should be based on performance and not on character. According to CMI (2006), the assessments should focus on results and not on personality or other subjective issues.

#### 7.2.1.5 - Appraisal Skills and Knowledge and Appraisal Training for the Appraisers and Appraisal Education for the Appraisees

##### Information provided by the respondents (questionnaire)

All of the questionnaire respondents (1=58/93or58/92=62%or63%, 2=34/93or34/92=37%; 1&2=99%or100%) believed that the appraisers should have the right appraisal skills and knowledge (through training) in order to assess the appraisees effectively i.e. the appraisal skills and knowledge (through training) were very significant or significant.

Some of the questionnaire respondents (1=10/93or10/92=11%, 2=23/93or23/92=25%; 1&2=36%) believed that their appraisers had the right appraisal skills and knowledge (through training) for assessing them effectively i.e. the current PAS was very effective or effective. Some of the respondents (4=19/93or19/92=20%or21%, 5=13/93or13/92=14%; 4&5=34%or35%) believed that their appraisers did not have the right appraisal skills and knowledge (through training) for assessing them effectively i.e. the current PAS was ineffective or very ineffective. Some of the respondents (3=27/93or27/92=29%) were neutral or did not know whether their appraisers had the right appraisal skills and knowledge (through training) for assessing them effectively.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 36% (33/93) of the respondents was enhanced or stayed the same and the performance of 33% (31/93) of the respondents was reduced or stayed the same. The effect on performance of 31% (29/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=49/93or49/92=53%, 2=39/93or39/92=42%or43%; 1&2=95%or96%) believed that the appraisees should be educated about appraisals i.e. the appraisee education about appraisals was very significant or significant. A few respondents (3=4/93or4/92=4%) were neutral or did not know whether the appraisees should be educated about appraisals.

The questionnaire respondents were not asked to give an opinion on whether they were actually educated about appraisals (from their appraisee capacity) because, according to my experience as an appraisee, none of the appraisees were educated about appraisals under the current PAS i.e. the current PAS was very ineffective. If the questionnaire respondents were asked to give an opinion they would all (5=93/93=100%) have answered that they were not educated about appraisals.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 95% (88/93) of the respondents was reduced or stayed the same. The effect on performance of 5% (5/93) of the respondents was uncertain.

### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that the appraisers should have the right appraisal skills and knowledge and receive sufficient and frequent appraisal training in order to assess the appraisees effectively i.e. the right appraisal skills and knowledge and the sufficient and frequent appraisal training were very significant (18/25=72%, 9/10=90%) or significant (7/25=28%, 1/10=10%).

Most of the interviewees (appraiser interviews: 21/25=84%, preliminary interviews: 9/10=90%) believed that the appraisers did not have the right appraisal skills and knowledge and did not receive sufficient and frequent appraisal training for assessing the appraisees effectively (incl. the cases when the above were taking place to a certain or small extent e.g. very general and basic skills and knowledge derived from the appraisal experience at CTO, occasional and basic academic courses) i.e. the current PAS was ineffective or very ineffective. Some of the interviewees (appraiser interviews: 4/25=16%, preliminary interviews: 1/10=10%) believed that the appraisers had the right appraisal skills and knowledge and received sufficient and frequent appraisal training for assessing the appraisees effectively i.e. the current PAS was very effective or effective.

Some interviewees (appraiser interviews: 2/25=8%, preliminary interviews: 4/10=40%) believed that the current situation (appraisers not having the right appraisal skills and knowledge and not receiving sufficient and frequent appraisal training) reduced their performance and most interviewees (appraiser interviews: 19/25=76%, preliminary interviews: 5/10=50%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if the appraisers had the right appraisal skills and knowledge and received sufficient and frequent appraisal training so as to assess the appraisees effectively. A few interviewees mentioned that the appraisal skills, knowledge and training were more necessary under a new and effective PAS rather than under the current ineffective PAS (see interviewees' comments below for more details). A couple of interviewees mentioned that they were not absolutely sure about their answer on the effect of performance i.e. not certain if the appraisees actually believed that the appraisers had appraisal skills and knowledge for conducting accurate and fair appraisals, there had not been any negative feedback from the appraisees about the appraisal skills and knowledge of the appraisers but not certain if the appraisees were actually satisfied (possibility of not being satisfied and just choosing not to talk about it). Some interviewees (appraiser interviews: 4/25=16%; preliminary interviews: 1/10=10%) believed that the current situation (appraisers having the right appraisal skills and knowledge and receiving sufficient and frequent appraisal training) increased their performance.

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that the appraisees should be educated about appraisals i.e. the appraisee education about appraisals was very significant (18/25=72%, 9/10=90%) or significant (7/25=28%, 1/10=10%). A few interviewees mentioned that the appraisees should be educated about appraisals but not to the same extent as the appraisers i.e. it was enough for the appraisees to have a general awareness about appraisals since they were not required to conduct appraisals and apply their knowledge (see interviewees' comments below for more details). One interviewee mentioned that it was not necessary for the appraisees to be educated about appraisals provided the appraisees

participated in the appraisal process (see interviewees' comments below for more details).

The interviewees were not asked to give an opinion on whether they were actually educated about appraisals (from their appraisee capacity) because, according to my experience as an appraisee, none of the appraisees were educated about appraisals under the current PAS i.e. the current PAS was very ineffective. If the interviewees were asked to give an opinion they would all (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) have answered that they were not educated about appraisals.

Even though the interviewees were not asked to give an opinion on how performance was affected by the appraisal education of the appraisees, it can be concluded from the above that performance was reduced or stayed the same because the appraisees were not educated about appraisals. It is more likely for performance to have stayed the same bearing in mind the interviewees' opinion on how performance was affected by the appraisal education of the appraisers and a few interviewees' opinion on the extent of appraisal education of the appraisees.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the right appraisal skills and knowledge and the sufficient and frequent appraisal training of the appraisers and the appraisal education of the appraisees:

- When the appraisers have the right appraisal skills and knowledge and they are sufficiently trained, there is common understanding about the purpose of the PAS and a conscious effort in conducting effective appraisals because they are important and necessary e.g. accurate, objective and fair ratings prevent the syndrome of "excellent" ratings from taking place, they minimise the inconsistency of the appraisers' ratings caused by leniency and strictness bias (unfair during promotion competition) and they motivate the appraisees to improve their performance.
- When the appraisers and appraisees are trained or educated about appraisals, there is common understanding about the purpose of the PAS and they know what exactly is assessed and how it is assessed (e.g. what the assessment criteria and the scales mean).
- The appraisees improve their performance when the appraisers are fair, when they communicate with the appraisees and monitor their progress and when they help the appraisees in solving their work problems (feedback).
- When the appraisers are trained to conduct fair and objective appraisals (based on the appraisees' true performance), the appraisees are motivated and improve their performance because they know how to improve.
- The appraisers' ratings become objective and accurate when they keep records with evidence of measured performance. The appraisers are prevented from becoming effective appraisers because the current PAS allows them to assess the appraisees without any evidence of performance i.e. the appraisers base their assessments on their memory which is not totally reliable as it is impossible to remember everything.
- The appraisers need appraisal skills, knowledge and training for the following reasons: the appraisals are a serious job and cannot be left to chance, the appraisers do not have to guess how to assess the appraisees as they know exactly what to do, the appraisers develop their skills and knowledge further by keeping up to date with new trends and practices, the appraisers become more confident when they conduct effective appraisals, the bias is minimised and the assessments become objective (especially important for purposes of performance improvement), the consistency of the appraiser' ratings is enhanced (especially important during promotion

competition), the appraisees expect from the appraisers to conduct consistent, objective and fair appraisals and when the appraisers do that the appraisees know where they stand and improve their performance, they trust and respect the appraisers and the relationship between them improves.

-The appraisees need to be educated about appraisals for the following reasons: the appraisees know what the appraisers expect of them, the appraisers and appraisees speak the same language (e.g. common perceptions about the assessment method and their responsibilities), today's appraisees are tomorrow's appraisers (the appraisees are getting ready for the future), the appraisees see the logic behind the ratings and know when to accept or challenge an assessment, the appraisees are aware of the features of the PAS and know what is an appraisal and how it is conducted (what they are assessed on, how they are assessed, what aspects are taken into account).

-The appraisees need to be educated about appraisals for purposes of transparency of the PAS but since they are not conducting any appraisals they do not need to be as educated as the appraisers i.e. general information (without going through the details) about the appraisal principles, the assessment method and the rating process (e.g. what the assessment criteria and the scales mean) through informational circulars.

-The appraisees do not have to be educated about appraisals when they participate in all the stages of the appraisal process. Through participation, the appraisees are aware of the appraisal system and techniques and they know what is expected of them (goals) and how to benefit from appraisals.

-Appraisal skills and knowledge for the appraisers and systematic appraisal training for the appraisers and appraisees are necessary especially under a new and improved PAS. Appraisal skills, knowledge and training are not necessary under the current PAS because objective ratings which reflect the appraisees' true performance are irrelevant (e.g. vague criteria, party politics, interpersonal relationships). Even if the appraisers were trained to conduct effective appraisals, the current PAS would not allow them to apply their appraisal skills and knowledge.

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance-Appraisers' Training	✓	✓
Significance-Appraisees' Education	✓	✓
Current Situation-Appraisers' Training	Some Interviewees: ✓ Most Interviewees: ✗	Some Respondents: ✓ Some Respondents: ✗
Current Situation-Appraisees' Education (existence: ✓/lack: ✗)	✗	✗
Performance-Appraisers' Training	Some Interviewees: Enhanced	Some Respondents: Enhanced

	Most Interviewees: Not Enhanced	Some Respondents: Not Enhanced
Performance-Appraisees' Education	Not Enhanced	Not Enhanced
<p>Appraisees' Education: Overall Consistency  Appraisers' Training: Significance: Consistency, Current Situation: Inconsistency  (the current situation inconsistency could possibly be justified by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible; in addition, the inconsistency could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisers know the extent of their own appraisal skills, knowledge and training whereas it is possible for some appraisees to assume that their appraisers have the right appraisal skills and knowledge and receive sufficient and frequent appraisal training as they are not sure of the extent of appraisal skills, knowledge and training of their appraisers)  (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)</p>		

Both the questionnaire respondents and the interviewees believed that the appraisers should have the right appraisal skills and knowledge and receive sufficient and frequent appraisal training in order to assess the appraisees effectively. Some interviewees and some respondents believed that the appraisers had the right appraisal skills and knowledge and received sufficient and frequent appraisal training. In the case of the interviews, most interviewees believed that the appraisers did not have the right appraisal skills and knowledge and did not receive sufficient and frequent appraisal training whereas in the case of the questionnaire, only some respondents believed that. The inconsistency between the findings of the questionnaire and the findings of the interviews could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisers know the extent of their own appraisal skills, knowledge and training (and usually the appraisal skills, knowledge and training of other appraisers) whereas it is possible for some appraisees to assume that their appraisers have the right appraisal skills and knowledge and receive sufficient and frequent appraisal training as they are not sure of the extent of appraisal skills, knowledge and training of their appraisers. In addition, the inconsistency could possibly be justified by some respondents who believed that the appraisers did not have the right appraisal skills and knowledge and did not receive sufficient and frequent appraisal training and might have not read carefully the statements (inc. the brief explanation) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-“disagree” they circled number 1, 2 or 3-“agree” or “neutral/don’t know”).

Both the questionnaire respondents and the interviewees believed that the appraisees should be educated about appraisals. However, none of the appraisees were educated about appraisals under the current PAS.

In relation to the appraisal skills, knowledge and training of the appraisers, the performance of some of the interviewees (14%=5/35) and some of the respondents (36%) was enhanced. In the case of the interviews, the performance of most of the interviewees (86%=30/35) was not enhanced (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, the



performance of only some of the respondents (33%) was not enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 86% of the interviewees and 69% (36% + 33%) of the respondents was not enhanced and the performance of 14% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the current situation (effectiveness) inconsistency which is explained above as well as the non-response and neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain). In relation to the appraisal education of the appraisees, the performance of all of the interviewees (100%=35/35) and almost all of the respondents (95%) was not enhanced (performance which decreased and performance which stayed the same). The same consistency is observed even when it is assumed that the respondents' and interviewees' performance did not decrease but it stayed the same i.e. the performance of 100% of the interviewees and 95% of the respondents was not enhanced. The performance consistency between the findings of the questionnaire and the findings of the interviews derives from the belief (significance) and current situation (effectiveness) consistencies which are mentioned above (the effect on performance for the non-response and neutral/don't know cases of the questionnaire was uncertain).

#### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

-Almost all participants believed that the appraisers should have the right appraisal skills and knowledge and receive sufficient and frequent appraisal training in order to assess the appraisees effectively. Almost all participants believed that the appraisees should be educated about appraisals.

-Most participants believed that the appraisers did not have the right appraisal skills and knowledge and did not receive sufficient and frequent appraisal training. Some participants believed that the appraisers had the right appraisal skills and knowledge and received sufficient and frequent appraisal training. None of the appraisees were educated about appraisals under the current PAS.

-In relation to the appraisal skills, knowledge and training of the appraisers, most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then almost all participants' performance was not enhanced and a few participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). In relation to the appraisal education of the appraisees, all participants' performance was not enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

#### Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance-Appraisers' Training	✓

Significance-Appraisees' Education	✓
Current Situation-Appraisers' Training	Most Participants: ✗ Some Participants: ✓
Current Situation-Appraisees' Education (existence: ✓/lack: ✗)	✗
Performance-Appraisers' Training	Most Participants: Not Enhanced Some Participants: Enhanced
Performance Appraisees' Education	Not Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the current situation (according to the findings in chapter 4, the factor of appraiser training/skills/knowledge was not present except in the case of certain organisations in the private sector in Cyprus) (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

-some participants believed that that the appraisers had the right appraisal skills and knowledge and received sufficient and frequent appraisal training (this finding is not part of the findings in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner- Researcher Perspective (chapters 4 & 3)
Significance of the Right Appraisal Skills and Knowledge &	✓	✓	✓

Sufficient and Frequent Appraisal Training for the Appraisers			
Significance of the Appraisal Education for the Appraisees	✓	✓	✓
Appraiser Training & Minimum Inconsistency and Distortion of Ratings (the performance is recorded accurately through fact-based evidence without relying only on memory which is not reliable)	✓	✓ Appraiser Training & Minimum Inconsistency and Distortion of Ratings (guidance and explanation of the assessment criteria and how they are rated)	✓ Appraiser Training & Appraisal Skills/Knowledge for Minimum Inconsistency/ Misinterpretation and Distortion of Ratings (the appraisers know what the assessment criteria mean and how they are rated under the rating scales method) (the appraisers know how to measure the true performance objectively during the assessments under the goals method)
Right Appraisal Skills and Knowledge & Appraiser-Appraisee Relationship (the appraisees trust and respect the appraisers and their relationship improves)	✓		✓
Current Situation: Lack of Appraiser Training and Appraisee Education & Reduction in Performance (the appraiser training and appraisee education are not part of the current PAS)	✓	✓ Current Situation: Lack of Appraiser Training (inconsistency of ratings among the appraisers due to the insufficient explanation of the assessment criteria which are interpreted in many ways)	✓

<p>Sufficient Appraiser Training and Appraisee Education for Purposes of Implementing the Formal and Informal Feedback Mechanisms (setting and agreement of “smart” goals by the appraisers and the appraisees)  (measurement of performance against the goals through fact-based evidence: assessment by the appraisers and self-assessment by the appraisees)  (assessment of the competencies or assessment criteria under the rating scales method: assessment by the 360 degree feedback respondents and self-assessment by the appraisees)  (participation by the appraisers and the appraisees in the appraisal interview)  (agreement of an action plan for the future by the appraisers and the appraisees) (continuous two-way communication between the appraisers and the appraisees)  (continuous coaching by the appraisers)  (monitoring of performance by the appraisers)</p>			✓
<p>✓ The above are also consistent with the Literature in chapter 3 e.g. Milkovich et al (1991), Grote (2000), Beach (1985), ACAS (2008), Taylor et al (1995), Falcone and Sachs (2007), Allen (2003), Gabris and Mitchell (2007), ICMR (2009), Bacal (2007), Nykodym (1996), Rasch (2004), Faizal (2005), Harvey (1994), Schweiger (1994), Roberts (2003), CIPD (2007), Heskett (2006), Thompson et al (1999)</p>			

According to the preceding analysis, the participants consider the right appraisal skills and knowledge and the sufficient and frequent appraisal training for the appraisers as well as the appraisal education for the appraisees as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). The participants believe that through appraiser training the inconsistency of ratings among appraisers and in general the distortion of ratings are minimised e.g. the appraisers learn how to record performance accurately through fact-based evidence and not to rely only on memory which is not reliable. They believe that when the appraisers have the right appraisal skills and knowledge the appraisees trust and respect the appraisers and their relationship improves. According to the participants, the lack of the factor of appraiser training and appraisee education at CTO and the consequent reduction in performance are caused because the training and education are not officially part of the current PAS.

I also consider the appraisal training for the appraisers and the appraisal education for the appraisees as a significant factor and I agree with the participants' views. When the appraisers have the right appraisal skills and knowledge inconsistency and misinterpretation are minimised (e.g. the appraisers know what the assessment criteria mean and how they are rated under the rating scales method); in addition, the distortion of ratings is minimised as the appraisers know how to measure true performance objectively (e.g. during assessments under the goals method). The appraisers and the appraisees should be sufficiently educated and trained for purposes of implementing the formal and informal feedback mechanisms (see corresponding theme). The education and training should cover the following: setting and agreement of "smart" goals by the appraisers and the appraisees (see goals theme), measurement of performance against the goals (see measurement sub-theme) through fact-based evidence (assessment by the appraisers and self-assessment by the appraisees), assessment of the competencies or assessment criteria under the rating scales method (assessment by the 360 degree feedback respondents and self-assessment by the appraisees-see assessment methods sub-theme), participation by the appraisers and the appraisees in the appraisal interview (see feedback theme), agreement of an action plan for the future by the appraisers and the appraisees (see feedback theme), continuous two-way communication between the appraisers and the appraisees (see feedback theme), continuous coaching (see feedback theme) and monitoring of performance by the appraisers.

The significance of the appraisal training for the appraisers and the appraisal education for the appraisees has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. lack of appraiser and appraisee training, inconsistency of ratings among appraisers due to the insufficient explanation of the assessment criteria or competencies which are interpreted in many ways, necessity of guidance and explanation of the competencies and how they are rated). In addition, the appraisal training (e.g. guidance and explanation of the competencies and how they are rated) is part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): Milkovich et al (1991) indicate that the appraisal training for the appraisers and appraisees is significant. The appraisal training influences the appraiser ability to provide accurate ratings i.e. to select and observe critical behaviour, to record and recall behaviour and to interpret the contribution of behaviour to performance. They also indicate that the appraisers' willingness to provide accurate ratings is influenced by their perception of the organisational factors and the political and market forces so that it is possible to distort the ratings even if they are trained and understand the rating process. Grote (2000) indicates that training is critical for objectivity. According to Beach (1985), when the appraisers are lenient or strict they have varying standards of performance and interpret performance differently (subjectivity). Subjectivity can be minimised through appraiser training. According to ACAS (2008), the appraisers should be provided with guidance, explanation and training for purposes of consistency in standards. Taylor et al (1995) indicate that through training the appraisers learn how to record performance accurately and use the records for justifying the assessments; in addition, consistency of standards over time and among employees (fairness) is achieved. According to Falcone and Sachs (2007), the assessments are objective when the appraisers document the performance of employees (reminder and evidence of performance instead of personality). Allen (2003) indicates that the appraisers should keep a log of employee performance so that their assessments are based on objective facts and evidence and not on their subjective opinion or memory; the memory is imperfect as it usually concentrates on the negative and recent performance. According to ACAS (2008), the appraisers should keep records of performance throughout the assessment period so as not to focus only on recent events. According to Gabris and Mitchell (2007-in Archer North & Associates (2007)), training can minimise bias. According to ICMR (2009), appraiser training can minimise bias. According to ACAS (2008), the appraisers should be trained. Bacal (2007) indicates that the appraisers should be trained. Nykodym (1996) indicates that the appraiser skills and training are significant. Rasch (2004) indicates that the supervisors need leadership development training. Faizal (2005) indicates that the managers need to be sufficiently trained. Harvey (1994) indicates the significance of coaching skills for managers. Schweiger (1994) indicates that the appraisers need training for purposes of optimising goals and conducting ongoing evaluations as well as dealing with emotions, criticism and psychometric errors. Roberts (2003) indicates that participative appraisals require training. According to CIPD (2007), the appraisers should be trained for developing appraisal skills which they need during interviews. Heskett (2006) indicates that the appraisers should be well trained for conducting performance reviews during an interview. Thompson et al (1999) indicate that the appraisers should be trained for developing negotiating and behavioural skills which they need during interviews.

#### 7.2.1.6 - Examination of Appeals (Other Independent Persons, Appraisal Team or Both)

##### Information provided by the respondents (questionnaire)

Most of the questionnaire respondents (4=58/93=62%, 5=10/93=11%; 4&5=73%) believed that the appeals should not be examined only by other independent persons (without the participation of the appraisal team which conducted the assessment in the

first place) i.e. the appeals examination only by other independent persons was insignificant or very insignificant. Some of the respondents (1=9/93=10%, 2=4/93=4%; 1&2=14%) believed that the appeals should be examined only by other independent persons (without the participation of the appraisal team which conducted the assessment in the first place) i.e. the appeals examination only by other independent persons was very significant or significant. Some of the respondents (3=12/93=13%) were neutral or did not know whether the appeals should be examined only by other independent persons (without the participation of the appraisal team which conducted the assessment in the first place).

The questionnaire respondents were not asked to give an opinion on whether the appeals were actually examined only by other independent persons (without the participation of the appraisal team which conducted the assessment in the first place) because the appeals were examined only by the appraisal team according to the regulations of the current PAS (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was very ineffective. If the questionnaire respondents were asked to give an opinion they would all (5=93/93=100%) have answered that the appeals were not examined only by other independent persons (without the participation of the appraisal team which conducted the assessment in the first place).

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 73% (68/93) of the respondents was enhanced or stayed the same and the performance of 14% (13/93) of the respondents was reduced or stayed the same. The effect on performance of 13% (12/93) of the respondents was uncertain.

Most of the questionnaire respondents (1=36/93=39%, 2=41/93=44%; 1or2=83%) believed that the appeals should be examined by other independent persons and the appraisal team which conducted the assessment in the first place i.e. the appeals examination by other independent persons and the appraisal team was very significant or significant. Some of the respondents (4=10/93=11%, 5=2/93=2%; 4or5=13%) believed that the appeals should not be examined by other independent persons and the appraisal team which conducted the assessment in the first place i.e. the appeals examination by other independent persons and the appraisal team was insignificant or very insignificant. A few respondents (3=4/93=4%) were neutral or did not know whether the appeals should be examined by other independent persons and the appraisal team which conducted the assessment in the first place.

The questionnaire respondents were not asked to give an opinion on whether the appeals were actually examined by other independent persons and the appraisal team which conducted the assessment in the first place because the appeals were examined only by the appraisal team according to the regulations of the current PAS (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was very ineffective. If the questionnaire respondents were asked to give an opinion they would all (5=93/93=100%) have answered that the appeals were not examined by other independent persons and the appraisal team which conducted the assessment in the first place.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 13% (12/93) of the respondents was enhanced or stayed the same and the performance of 83% (77/93) of the respondents was reduced or stayed the same. The effect on performance of 4% (4/93) of the respondents was uncertain.

According to the above analysis, the following can be concluded in relation to the appeals examination only by the appraisal team which conducted the assessment in the first place (see also appendix 39):

-most of the questionnaire respondents (4 or 5 = 78/93 = 84%) believed that the appeals should not be examined only by the appraisal team which conducted the assessment in the first place (without the participation of other independent persons) i.e. the appeals examination only by the appraisal team was insignificant or very insignificant. Two respondents (1 or 2 = 2/93 = 2%) believed that the appeals should be examined only by the appraisal team which conducted the assessment in the first place (without the participation of other independent persons) i.e. the appeals examination only by the appraisal team was very significant or significant. Some of the respondents (3 = 1/93 = 1%, 3 or 4 or 5 = 12/93 = 13%; 3 & 3 or 4 or 5 = 14%) were neutral or did not know whether the appeals should be examined only by the appraisal team which conducted the assessment in the first place (without the participation of other independent persons)

-the questionnaire respondents were not asked to give an opinion on whether the appeals were actually examined only by the appraisal team which conducted the assessment in the first place (without the participation of other independent persons) because the appeals were examined only by the appraisal team according to the regulations of the current PAS (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was very ineffective. If the questionnaire respondents were asked to give an opinion they would all (1 = 93/93 = 100%) have answered that the appeals were examined only by the appraisal team which conducted the assessment in the first place (without the participation of other independent persons).

-according to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 2% (2/93) of the respondents was enhanced or stayed the same and the performance of 84% (78/93) of the respondents was reduced or stayed the same. The effect on performance of 14% (13/93) of the respondents was uncertain.

Almost all of the questionnaire respondents believed that independent persons should be participating in the examination of appeals (examination of appeals by independent persons only or by independent persons and the appraisal team which conducted the assessment in the first place) since the most popular type of appeal examiner was the independent persons (90/93 = 97%) and the least popular type was the appraisal team (79/93 = 85%).

#### Respondents' comments

The following comment was made by one questionnaire respondent in relation to the examination of appeals (other independent persons, appraisal team or both):

-“The independent team will examine the evidence provided by both parties (appraisers and appraisee)”.

#### Information provided by the interviewees (interviews)

Many of the interviewees (appraiser interviews: 11/25 = 44%, preliminary interviews: 6/10 = 60%) believed that the appeals should be examined by other independent persons and the appraisal team which conducted the assessment in the first place i.e. the appeals examination by other independent persons and the appraisal team was very significant (9/25 = 36%, 3/10 = 30%) or significant (2/25 = 8%, 3/10 = 30%). One interviewee mentioned that the principle of independent persons should also apply to



the appraisal team i.e. to be composed of superiors/supervisors as well as other independent persons. Another interviewee mentioned that all the appeal examiner options (inc. the “no appeal” option) should be available so that the appraisees could choose accordingly i.e. independent persons only, appraisal team only, both or none. One interviewee mentioned that the appraisal team should deal with work and technical issues and the independent persons with administrative and legal issues. Another interviewee mentioned that the appraisal team should act in the capacity of a high court and the independent persons in the capacity of a supreme court. Many of the interviewees (appraiser interviews: 12/25=48%, preliminary interviews: 4/10=40%) believed that the appeals should be examined only by other independent persons (without the participation of the appraisal team which conducted the assessment in the first place) i.e. the appeals examination only by other independent persons was extremely significant (1/25=4%, 1/10=10%), very significant (9/25=36%, 2/10=20%) or significant (2/25=8%, 1/10=10%). Two interviewees (appraiser interviews: 2/25=8%) believed that the appeals should be examined only by the appraisal team which conducted the assessment in the first place (without the participation of other independent persons) i.e. the appeals examination only by the appraisal team was very significant (1/25=4%) or significant (1/25=4%). One of the interviewees mentioned that there was no need for other independent persons provided the appraisers were trained, just and fair.

Almost all of the interviewees believed that independent persons should be participating in the examination of appeals (examination of appeals by independent persons only or by independent persons and the appraisal team which conducted the assessment in the first place) since the most popular type of appeal examiner was the independent persons (appraiser interviews: 23/25=92%, preliminary interviews: 10/10=100%) and the least popular type was the appraisal team (appraiser interviews: 13/25=52%, preliminary interviews: 6/10=60%).

The interviewees were not asked to give an opinion on how the appeals were actually examined (i.e. only by other independent persons, only by the appraisal team which conducted the assessment in the first place or by other independent persons and the appraisal team which conducted the assessment in the first place) because the appeals were examined only by the appraisal team according to the regulations of the current PAS (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was very ineffective. If the interviewees were asked to give an opinion they would all (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) have answered that the appeals were examined only by the appraisal team which conducted the assessment in the first place without the participation of other independent persons.

Most interviewees (appraiser interviews: 22/25=88%, preliminary interviews: 5/10=50%) believed that the current situation (independent persons not participating in the examination of appeals and the appraisal teams persisting in their original unfair ratings) reduced their performance and some interviewees (appraiser interviews: 3/25=12%, preliminary interviews: 5/10=50%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if independent persons were participating in the examination of appeals (examination of appeals by independent persons only or by independent persons and the appraisal team which conducted the assessment in the first place); even though two interviewees were in favour of the examination of appeals by the appraisal team only, their performance was not enhanced (part of 3/25

above) by the current situation (appraisal team only) as the appraisers were not just and fair. According to most interviewees, the effect on their performance is what would have been in case they filed an appeal (they never filed an appeal before); according to the few interviewees who filed an appeal before, the effect on their performance is the actual effect since they filed an appeal before.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the examination of appeals (other independent persons, appraisal team or both):

- The appeals in general as well as the examination of appeals by independent persons become unnecessary when the appraisers are trained, just and fair. An appeal becomes necessary only when the appraisees disagree or are not satisfied with the ratings and through an appeal an explanation is given about the fairness of the assessment.
- The examination of appeals by independent persons is expected to be misused and the problems of the current PAS will continue i.e. "excellent" ratings to appraisees who do not deserve it so as to avoid the mess with the process of appeals and independent persons even when the independent persons will agree with the appraisers instead of the appraisees.
- The appeals are filed for the wrong reasons e.g. "excellent" ratings for purposes of promotion (not reflecting true performance). The appraisers usually amend the ratings and make them more favourable so as to avoid interpersonal difficulties with the appraisees. Only a few appeals are being filed as most employees are rated as "excellent".
- The appeals should be filed for the right reasons e.g. to amend unfair ratings.
- Any problems associated with the examination of appeals by the appraisal team only are not serious.
- The examination of appeals by the appraisal team only under the current PAS leads to lack of fairness and meritocracy. The appraisees are penalised with unfair ratings instead of being rewarded for their efforts. The appraisers do not amend their original unfair ratings (e.g. intention of promoting other appraisees) and they do not justify them with appropriate evidence. The appraisees are not given the chance to prove with evidence their true performance or the evidence that is provided by the appraisees is ignored by the appraisers. The lack of evidence or the intentional disguise of evidence which would show the true performance demotivates the appraisees and they do not perform as they should. The appraisers do not care about the appraisees' motivation and performance and they become arrogant and mean because they know they are in control of the appraisees' career (abuse of power).
- The appraisees are discouraged from filing an appeal or a lawsuit on the grounds of unfair ratings for the following reasons: the unfair ratings are not illegal because they are not explicitly prohibited or penalised under the current PAS, the lawsuits are costly and time consuming, the appraisees feel insulted and hurt and they are trapped in an unpleasant, demoralising, unfair and dead end situation since all their efforts are futile (the unfair ratings are not revised and the true performance is not reflected despite the action taken), the appraisers may act vindictively and rate the appraisees more unfavourably next time due to a possible deterioration of their relationship.
- Many lawsuits are being filed by the employees against CTO for purposes of challenging promotions; most of the promotions which are ratified by the Board of Directors are invalidated by the Cypriot courts. Even though the ratings are one of the promotion criteria, the lawsuits are not based on the lack of fairness which is caused by the distortion of ratings but on the other promotion criteria (qualifications and

seniority) because the distortion of ratings cannot be legally substantiated and there are no remedies for it due to the loopholes of the current PAS.

-On certain occasions, the appraisees file an appeal (they do not waive their right of appeal) so as to protest officially about the injustice (ethical grounds).

-The appeals should be examined by independent persons for purposes of minimising bias and maximising objectivity and fairness. Employees feel better and more fairly treated not only because independence enhances fairness but also because they are given a second chance. The examination of appeals by the appraisal team only under the current PAS is against the principle of the segregation of duties and even though it is permitted by the regulations it must be illegal.

-The objectivity of the independent persons should be safeguarded otherwise the injustice associated with the current appraisal teams will be applicable in this case also. However, the safeguard of objectivity may be unrealistic for Cyprus because of the political interventions, the interpersonal relationships, etc..

-The examination of appeals by independent persons applies to a new PAS as well as the current PAS. The employees who will be specifically appointed to act in the capacity of the independent persons (e.g. two appointed appeals officers) should be senior employees and hold a high scale position so that it will not be difficult or uncomfortable for them to revise the original ratings and challenge the appraisers and appraisees who will hold a higher scale position than them. They should examine all the appeals for purposes of consistency and they should have knowledge and experience in mediating, legal and human resource issues. They should be aware of the tasks and responsibilities of all positions and know the PAS well and they should serve in the personnel department and receive specialised training.

-The independent persons should have the casting vote.

-The persons who will act in the capacity of the independent persons will be appointed once the appraisers and appraisees have agreed to it.

-The Director General could act in the capacity of the independent person when the appraisees who are filing an appeal have not been assessed by the Director General (segregation of duties).

-Some of the members of the Board of Directors could act in the capacity of the independent persons.

-The independent persons should not know the appraisee as they are supposed to be independent.

-The independent persons should preferably know the appraisee and his/her jobs (without compromising their independence) because the assessment of individuals and their performance requires a sufficient level of contact between the individual who conducts the assessment and the individual who is assessed. However, such persons may be difficult to find because there are not many employees who are aware of the performance of other employees (the immediate superior of the appraisee is usually the only person who knows the appraisee and his/her jobs).

-The examination of appeals should be conducted only by independent persons who will act in the capacity of a court and hear both sides i.e. the appraisers (defendants) and the appraisee (plaintiff). The independent persons will examine whether the appraisers assessed the appraisee objectively and fairly through evidence of performance (subjective opinions will not be acceptable) and will revise the original ratings if necessary. The evidence will be provided by the appraisers (inc. the 360 degree feedback respondents) and the appraisee. The appraisers are expected to become more careful with their ratings by conducting fairer assessments due to the possibility of being examined by the independent persons during an appeal. In

addition, the appraisers will have to start measuring and documenting the appraisees' performance (evidence) so as to be in a position to justify their ratings (the collection of evidence is expected to be time consuming).

-The examination of appeals should be conducted by the appraisal team which will consist of the immediate superior of the appraisee, the Director General and two independent persons. If the independent persons do not act in the capacity of the appraiser, the examination of appeals should be conducted only by independent persons.

-The examination of appeals should be conducted by the appraisal team. If the appraisee is not satisfied with the outcome, the re-examination of appeals should be conducted only by independent persons.

-The examination of appeals should be conducted jointly by the appraisal team and independent persons.

-The examination of appeals should be conducted by three independent persons and the appraisal team which will consist of the immediate superior of the appraisee and the head of the department. The appraisee will appear before the appeal examiners and explain the reasons of his/her appeal. After the hearing, the appeal examiners will reach to a conclusion and inform the appraisee about the outcome.

-The examination of appeals should be conducted only by the appraisal team provided the appraisers are trained, just and fair. The examination of appeals should not be conducted only by independent persons because they do not know the appraisee and his/her jobs.

-All the types of appeal examiner (appraisal team, independent persons or both) should be available so that the appraisee can select the most suitable appeal examiner. In addition, the appraisee should have the right to take legal measures at any point in time irrespective of the status or outcome of his/her appeal.

#### Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

##### Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	Many Interviewees: Other Independent Persons and the Appraisal Team Many Interviewees: Other Independent Persons Only	Most Respondents: Other Independent Persons and the Appraisal Team Some Respondents: Other Independent Persons Only
Current Situation	Appraisal Team Only	Appraisal Team Only
Performance	Not Enhanced	Not Enhanced
Significance: Inconsistency, Current Situation: Consistency (the significance inconsistency could possibly be explained by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible; in addition, the inconsistency could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisees are most likely to be more in favour of the examination of appeals by other independent persons only since they have the opportunity to be rated more fairly; the appraisers may be more in favour of the examination of appeals by other independent persons only possibly		

because the appraisers want to avoid any trouble caused by the appeals whereby their ratings are challenged by the appraisees and they will have to justify and/or amend their original ratings especially if those ratings are unfair {the appraisers' persistence in their original unfair ratings is prevented by the independent persons}; however, the appraisers may be more in favour of the examination of appeals by the appraisal team only whereby the absence of independent persons allows the appraisers to persist in their original unfair ratings; as the option of the appraisal team only was hardly selected by any participant, it is most likely that the appraisers preferred the option of independent persons only because they just wanted to avoid any trouble caused by the appeals; however, it would probably have made more sense if the appraisers were more in favour of the examination of appeals by other independent persons and the appraisal team since under this preference they would have the opportunity to defend their ratings)

Both the questionnaire respondents and the interviewees believed that independent persons should be participating in the examination of appeals (examination of appeals by independent persons only or by independent persons and the appraisal team which conducted the assessment in the first place). In the case of the questionnaire, most respondents believed that the appeals should be examined by other independent persons and the appraisal team which conducted the assessment in the first place whereas in the case of the interviews, only many interviewees believed that. In the case of the interviews, many interviewees believed that the appeals should be examined by other independent persons only whereas in the case of the questionnaire, only some respondents believed that. The inconsistency between the findings of the questionnaire and the findings of the interviews is partly justified by the corrections on some of the findings of the questionnaire. As explained in chapter 6, some of the respondents' answers would not make sense if they were not corrected i.e. the corrections were necessary for purposes of enhancing the validity and reliability of the data. If the data were not corrected valid conclusions would not be drawn e.g. not ascertaining the true degree of consistency between the interviews and questionnaire findings. According to the factors which were taken into account for the corrections of the data (see chapter 6 for more details e.g. highest frequencies, my knowledge and experience, interview findings), the most reasonable option which guided most of the corrections was the examination of appeals by other independent persons and the appraisal team. The interview findings also indicated that the frequency of other independent persons only was slightly lower than the frequency of other independent persons and the appraisal team (other independent persons only=16: appraiser interviews=12 + preliminary interviews=4, other independent persons and the appraisal team=17: appraiser interviews=11 + preliminary interviews=6, appraisal team only=2: appraiser interviews=2). The findings of the questionnaire and the findings of the interviews would have been more consistent with each other if the data were corrected in a different way i.e. the examination of appeals by other independent persons only guiding most of the corrections or the examination of appeals by other independent persons only guiding half of most of the corrections and the examination of appeals by other independent persons and the appraisal team guiding the other half of most of the corrections. Under the first scenario, the examination of appeals by other independent persons only would have increased to 29 cases (13+16 corrections=29) and the examination of appeals by other independent persons and the appraisal team would have decreased to 61 cases (77-16 corrections=61). Under the second scenario, the examination of appeals by other independent persons only would

have increased to 21 cases (13+8 corrections=21) and the examination of appeals by other independent persons and the appraisal team would have decreased to 69 cases (77-8 corrections=69). Even under these alternative scenarios, the frequency of the examination of appeals by other independent persons and the appraisal team is higher than the frequency of the examination of appeals by other independent persons only. Therefore, it can be concluded that there is an inconsistency between the interviews and questionnaire findings. The inconsistency could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisers may be more in favour of the examination of appeals by other independent persons only whereas the appraisees may be more in favour of the examination of appeals by other independent persons and the appraisal team possibly because the appraisers want to avoid any trouble caused by the appeals whereby their ratings are challenged by the appraisees and they will have to justify and/or amend their original ratings especially if those ratings are unfair (the appraisers' persistence in their original unfair ratings is prevented by the independent persons). However, the appraisers may be more in favour of the examination of appeals by the appraisal team only whereby the absence of independent persons allows the appraisers to persist in their original unfair ratings. As the option of the appraisal team only was hardly selected by any participant, it is most likely that the appraisers preferred the option of independent persons only because they just wanted to avoid any trouble caused by the appeals. It would probably have made more sense if the preferences were the other way round i.e. the appraisees to be more in favour of the examination of appeals by other independent persons only and the appraisers to be more in favour of the examination of appeals by other independent persons and the appraisal team since under each corresponding preference the appraisees have the opportunity to be rated more fairly and the appraisers have the opportunity to defend their ratings. There is a possibility for more respondents to have been in favour of the examination of appeals by other independent persons only in case some respondents who were in favour of the examination of appeals by other independent persons only not to have read carefully the statements (inc. the clarification) and in their effort to complete the questionnaire as fast as possible to have made a mistake by answering that they were in favour of the examination of appeals by other independent persons and the appraisal team (for the statement which referred to other independent persons only they circled number 5, 4 or 3-“disagree” or “neutral/don't know” instead of circling number 1 or 2-“agree” and for the statement which referred to other independent persons and the appraisal team they circled number 1, 2 or 3-“agree” or “neutral/don't know” instead of circling number 4 or 5-“disagree”).

In the case of the interviews, the performance of all of the interviewees (100%=35/35) was not enhanced (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, the performance of only most of the respondents (60%-average=14%+83%+84%/3) was not enhanced. In the case of the interviews, none of the interviewees' (0%) performance was enhanced whereas in the case of the questionnaire, the performance of some of the respondents (29%-average=73%+13%+2%/3) was enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 100% of the interviewees and 89% (60% + 29%) of the respondents was not enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the

belief (significance) inconsistency which is explained above as well as the neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain).

Overall findings

According to the preceding analysis and irrespective of the inconsistencies (belief/significance and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that independent persons should be participating in the examination of appeals (examination of appeals by independent persons only or by independent persons and the appraisal team which conducted the assessment in the first place). Most participants believed that the appeals should be examined by other independent persons and the appraisal team. Some participants believed that the appeals should be examined by other independent persons only. A few participants believed that the appeals should be examined by the appraisal team only.
- The appeals were examined only by the appraisal team according to the regulations of the current PAS.
- Most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then all participants' performance was not enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	Most Participants: Other Independent Persons and the Appraisal Team Some Participants: Other Independent Persons Only
Current Situation	Appraisal Team Only
Performance	Not Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the following: according to the findings in chapter 4, the examination of appeals by both the appraisal team and other independent persons was not considered as significant and the appeals were examined by other independent persons only in certain organisations in the public sector in Cyprus (the above inconsistencies are reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

- the participants believed in the examination of appeals by both the appraisal team and other independent persons and not only by other independent persons (emphasis on other independent persons in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
Significance of the Examination of Appeals by Other Independent Persons Only	<p>✓</p> <p>Some Participants: Other Independent Persons Only</p> <p>Most Participants: Other Independent Persons and the Appraisal Team (appraisal team: the appraisers who conducted the assessment in the first place)</p>	<p>✓</p>	<p>✓</p> <p>Other Independent Persons Only (principle of segregation of duties: transparency, accuracy, objectivity and fairness) (the appraisal teams are prevented from becoming defensive; defensiveness is a behaviour which usually leads to conflict, stress, undermining, revenge, etc.)</p> <p>Appraisal Team Only (the appraisal teams can ratify or amend their original ratings in an unfair and biased manner)</p> <p>Participants' Preference for Other Independent Persons and the Appraisal Team (appraisers: they have the opportunity to defend their ratings and influence the independent persons)</p>



			(appraisees: it would make more sense if they were in favour of other independent persons only since under this preference they would have the opportunity to be rated more fairly)
Benefits from the Participation of Other Independent Persons in the Examination of Appeals (the appraisal teams are prevented from ratifying or amending their original ratings in an unfair and biased manner)	✓		✓
Examination of Appeals by Other Independent Persons Only & Powers/Characteristics of the Other Independent Persons (they should act in the capacity of a judge who will ratify or amend the original ratings of the appraisal team after examining evidence {accuracy, objectivity, fairness} provided by the appraisal team and the appraisee during a hearing) (they should be senior employees as such employees are not expected to be intimidated by the appraisal teams and appraisees)	✓		✓ Powers/Characteristics of the Other Independent Persons (they should be sufficiently educated and trained about all the features of the PAS) (they should be senior employees who know the organisation and its activities well and who are expected to challenge the appraisers and appraisees without feeling uncomfortable and compromising their independent judgement)
Current Situation: Examination of Appeals by the Appraisal Team instead of Independent Persons & Non-Enhancement of Performance	✓	✓	✓

(the appeals are examined only by the appraisal team according to the regulations of the current PAS) (the appraisal teams persist in their original, unfair and biased ratings or they amend their original ratings in an unfair and biased manner)			
✓ The above are also consistent with the Literature in chapter 3 e.g. Milkovich et al (1991), ACAS (2008)			
Overall Consistency			

According to the preceding analysis, some participants consider the examination of appeals by other independent persons only as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). Most participants consider the examination of appeals by other independent persons and the appraisal team as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). The participants believe that the appeals should be examined by other independent persons so as to prevent the appraisal teams from persisting in their original, unfair and biased ratings and/or amending their original ratings in an unfair and biased manner (e.g. rating the appraisees as “excellent” for purposes of promotion). The former participants (examination of appeals by other independent persons only) believe that the independent persons should act in the capacity of a judge who will ratify or amend the original ratings after examining evidence (accuracy, fairness) provided by the appraisal team and the appraisee during a hearing. In addition, the independent persons should be senior employees as such employees are not expected to be intimidated by the appraisal teams and appraisees. As explained earlier, the appraisers are in favour of the examination of appeals by other independent persons only possibly because they want to avoid any trouble caused by the appeals (examined by the appraisers and other independent persons or by the appraisers only) whereby their ratings are challenged by the appraisees and they will have to justify and/or amend their original ratings especially if those ratings are unfair (the appraisers’ persistence in their original unfair ratings is prevented by the independent persons). In the case of the examination of appeals by other independent persons only, the appraisers’ ratings are challenged by the independent persons also but in this case they do not have to go through the trouble of amending their ratings. The appraisees are in favour of the examination of appeals by other independent persons only most probably because they have the opportunity to be rated more fairly. Most of the participants (latter participants) believe that the appeals should also be examined by the appraisal team (in addition to other independent persons). As explained earlier, the appraisers are in favour of the examination of appeals by both the appraisal team and other independent persons possibly because they have the opportunity to defend their ratings and influence the independent persons. In the case of the examination of appeals by other independent persons only, the appraisers can still defend their ratings but in this case the defence is more

difficult since they are not participating in the examination of appeals. As far as the appraisees are concerned, it is not certain why they are in favour of the examination of appeals by both the appraisal team and other independent persons since it makes more sense to be in favour of other independent persons only (opportunity to be rated more fairly).

I also consider the examination of appeals by other independent persons only as a significant factor and I also believe that the independent persons should act in the capacity of a judge who will be sufficiently educated and trained about all the features of the PAS and who will ratify or amend the performance assessments conducted by the appraisers (appraisal teams) after examining evidence of performance (for purposes of accuracy, objectivity and fairness) provided by the appraisers and the appraisee during a hearing. In addition, the role of the independent persons should be taken by senior employees who know the organisation and its activities well and who are expected to challenge the appraisers and appraisees without feeling uncomfortable and compromising their independent judgement. I do not agree with those participants who believe in the examination of appeals by both the appraisal team and other independent persons because the examination of appeals by the appraisal team (with or without independent persons) compromises the principle of segregation of duties which promotes transparency, accuracy, objectivity and fairness. It is common for the appraisal teams to become defensive when they are challenged by the appraisees during an appeal examination (even when independent persons participate in the examination) and to persist in their original ratings which may be unfair and biased (this phenomenon is present at CTO). However, it is also possible for the appraisal teams to amend their original ratings (when they examine appeals in isolation as in the case of the current PAS) in an unfair and biased manner (e.g. rating the appraisees as “excellent” for purposes of promotion) for conflict avoidance and convenience reasons (this phenomenon is also present at CTO). The examination of appeals by both the appraisal team and other independent persons may prevent the appraisal teams from ratifying or amending their original ratings in the above ways (if the independent persons disagree) but it does not prevent them from becoming defensive especially when the independent persons do not find their arguments convincing and they disagree with them (a behaviour which usually leads to conflict, stress, undermining, revenge etc.). Therefore, the examination of appeals by other independent persons only does not only prevent the appraisal teams from behaving in all of the above ways but it also safeguards the principle of segregation of duties.

The significance of the examination of appeals by other independent persons only has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4). In addition, the examination of appeals by other independent persons only is part of the current PAS of certain organisations in the public sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): Milkovich et al (1991) indicate that the procedural justice (fairness of procedures) is enhanced through the appeals and the procedural justice enhances job satisfaction, trust, commitment and motivation. According to ACAS (2008), credibility is preserved through the appeals. The appeals should be addressed to a more senior

manager than the appraiser and they should be used for helping employees improve their performance instead of punishing poor performers or negotiating better markings.

#### 7.2.1.7 - Assessment Methods (inc. the assessment criteria under the rating scales method)

##### Information provided by the respondents (questionnaire)

58 out of the 86 questionnaire respondents (93-7 non-response cases) selected more than one option of assessment method and 28 respondents selected only one option. 2 out of the 86 respondents selected all the options apart from two and the options that were not selected by the rest of the respondents were more than two. The 7 non-response cases are the respondents who did not select any of the methods ( $7/93=8\%$  or  $56/744=8\%$ ;  $8\text{options} \times 93\text{respondents}=744$ ,  $8\text{options} \times 7\text{respondents}=56$ ). Possibly these respondents did not know or were not sure what method(s) to choose or they did not want to spend the time (or they had no time) to read the brief explanation of each method so as to choose the most suitable method(s).

According to the questionnaire respondents, the most popular assessment methods were the 360 degree feedback (54% or 58%-valid percentage) and the goals (51% or 55%-valid percentage). The respondents' preference in relation to the rest of the methods was the following: rating scales (28% or 30%-valid percentage), ranking (25% or 27%-valid percentage), critical incidents (24% or 26%-valid percentage) and narrative report (23% or 24%-valid percentage). Three respondents (3%) selected the "no method" option; one of the respondents also selected some of the other options that were provided. The other options that were selected by the respondent were not ignored because even though the respondent was not in favour of any assessment method or PAS he/she might have selected them so as to indicate what methods would have been preferable in case it was compulsory to have a PAS in place. Other methods of assessment were not suggested by the respondents; four respondents selected the "another method" option but the methods that they suggested were ignored (4 corrections) because they were a repetition of the options provided in the questionnaire (these options were also selected by the respondents). Other methods of assessment were not suggested possibly because the respondents were happy with the methods which were provided or they were not familiar with the subject of performance appraisals and assessment methods.

There were 35 different combinations of assessment methods (inc. the one method combinations). The most popular combinations were the 360 degree feedback (13% or 14%-valid percentage), the 360 degree feedback/goals (8%) and the goals (6% or 7%-valid percentage). Each of the following combinations was supported by 3% of the respondents (27 respondents in total): rating scales, 360 degree feedback/rating scales, 360 degree feedback/ranking, goals/rating scales, 360 degree feedback/goals/rating scales, 360 degree feedback/goals/ranking, goals/rating scales/narrative report, goals/critical incidents/narrative report, 360 degree feedback/goals/ranking/critical incidents. Each of the following combinations was supported by 2% of the respondents (22 respondents in total): ranking, critical incidents, no method, 360 degree feedback/critical incidents, goals/critical incidents, goals/narrative report, ranking/narrative report, 360 degree feedback/rating scales/ranking, 360 degree feedback/goals/rating scales/ranking, 360 degree feedback/goals/critical incidents/narrative report, 360 degree feedback/goals/rating scales/ranking/critical incidents/narrative report. Each of the following combinations was supported by 1% of the respondents (12 respondents in total): narrative report, 360 degree

feedback/narrative report, goals/ranking, 360 degree feedback/goals/critical incidents, 360 degree feedback/goals/narrative report, 360 degree feedback/rating scales/narrative report, goals/rating scales/critical incidents, goals/ranking/critical incidents, rating scales/critical incidents/narrative report, ranking/critical incidents/narrative report, 360 degree feedback/goals/rating scales/narrative report, 360 degree feedback/rating scales/ranking/critical incidents/no method.

#### Information provided by the interviewees (interviews)

31 out of the 35 interviewees (appraiser interviews: 23, preliminary interviews: 8) selected more than one option of assessment method and 4 interviewees (appraiser interviews: 2, preliminary interviews: 2) selected only one option. 3 out of the 35 interviewees (appraiser interviews: 3) selected all the options apart from one, 3 out of the 35 interviewees (appraiser interviews: 1, preliminary interviews: 2) selected all the options apart from two and the options that were not selected by the rest of the interviewees (appraiser interviews: 19, preliminary interviews: 6) were more than two. According to the interviewees, the most popular assessment methods were the goals (appraiser interviews: 20/25=80%, preliminary interviews: 7/10=70%) and the rating scales (appraiser interviews: 17/25=68%, preliminary interviews: 5/10=50%). The interviewees' preference in relation to the rest of the methods was the following: 360 degree feedback (appraiser interviews: 13/25=52%, preliminary interviews: 4/10=40%; excluding the interviewees who were not in favour of the method for purposes of assessment but they were in favour of the method for other purposes e.g. using the results of the feedback for developmental purposes, taking into account the results of the feedback during the assessments conducted by the appraisal teams), critical incidents (appraiser interviews: 11/25=44%, preliminary interviews: 3/10=30%), ranking (appraiser interviews: 4/25=16%, preliminary interviews: 2/10=20%), narrative report (appraiser interviews: 4/25=16%) and assessment centres (preliminary interviews: 1/10=10%; see below for more details). According to some interviewees, their preferences for the methods were subject to conditions (see interviewees' comments later on for more details). None of the interviewees was in favour of the "no method" option. Other methods of assessment were not suggested by the interviewees. Other methods of assessment were not suggested possibly because the interviewees were happy with the methods which were provided or they were not familiar with the subject of performance appraisals and assessment methods. As mentioned above, one interviewee suggested the introduction of "assessment centres" but the proposed method was not considered as another method since its features could be covered by any method (e.g. goals) in combination with effective feedback and training. The proposed method was described by the interviewee as follows: i) targeted appraisal for each employee conducted by the appraisers who will be supported by trained, specialised and independent persons, ii) the appraisal will cover the following: skills, personality, knowledge, potential, duties, goals, training and action plan, iii) there will be one system for performance and one for promotion (two linked systems) and the assessment centres will fall under the system of performance.

There were 18 different combinations of assessment methods (inc. the one method combinations). The most popular combinations were the 360 degree feedback/goals (appraiser interviews: 4/25=16%, preliminary interviews: 2/10=20%) and the goals/rating scales/critical incidents (3/25=12%, 2/10=20%). Each of the following combinations was supported by three interviewees (6 interviewees in total: appraiser interviews: 5, preliminary interviews: 1): goals/rating scales (3/25=12%), 360 degree

feedback/goals/rating scales (2/25=8%, 1/10=10%). Each of the following combinations was supported by two interviewees (8 interviewees in total: appraiser interviews: 7, preliminary interviews: 1): rating scales (2/25=8%), goals/critical incidents/narrative report (2/25=8%), rating scales/goals/ranking/critical incidents (1/25=4%, 1/10=10%), 360 degree feedback/rating scales/goals/ranking/critical incidents (2/25=8%). Each of the following combinations was supported by one interviewee (10 interviewees in total: appraiser interviews: 6, preliminary interviews: 4): goals (1/10=10%), assessment centres (1/10=10%), goals/critical incidents (1/25=4%), 360 degree feedback/rating scales (1/25=4%), rating scales/goals/ranking (1/10=10%), 360 degree feedback/goals/critical incidents (1/25=4%), 360 degree feedback/rating scales/narrative report (1/25=4%), 360 degree feedback/rating scales/ranking (1/25=4%), 360 degree feedback/rating scales/goals/critical incidents (1/10=10%), 360 degree feedback/rating scales/goals/narrative report/critical incidents (1/25=4%).

#### Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

In the case of the questionnaire, some respondents selected only one assessment method whereas in the case of the interviews, only a few interviewees did that. In the case of the interviews, almost all the interviewees selected more than one assessment method and in the case of the questionnaire, most respondents did that.

In the case of the questionnaire, there were 35 different combinations of assessment methods (inc. the one method combinations) whereas in the case of the interviews, there were only 18 different combinations. The inconsistency is justified since the questionnaire sample was bigger than the sample of the interviews. In fact, the percentage of the number of combinations over the number of participants for the interviews (18/35=51%) was higher than that of the questionnaire (35/86=41%). The total number of different combinations for both the interviews and the questionnaire was 41 (35+18-12common=41) and the percentage of the total number of combinations over the total number of participants was 34% (41/121).

The following are the similarities and differences between the preferences of the interviewees and the preferences of the questionnaire respondents in relation to each assessment method as well as each combination of assessment methods:

#### Individual assessment methods

- the goals method was a very popular assessment method for both the interviewees and the respondents
- the 360 degree feedback method was a very popular assessment method for the respondents but not a very popular assessment method for the interviewees
- the rating scales method was a very popular assessment method for the interviewees but not a very popular assessment method for the respondents
- the critical incidents method was more popular for the interviewees rather than for the respondents
- the ranking method was more popular for the respondents rather than for the interviewees
- the narrative report method was more popular for the respondents rather than for the interviewees
- the assessment centres method was popular only for one interviewee.

#### Combinations of assessment methods

- the 360 degree feedback/goals combination was a popular combination for both the interviewees and the respondents
- the 360 degree feedback combination (one method combination) was a popular combination for the respondents but not for the interviewees (the combination was not selected by any interviewee)
- the goals combination (one method combination) was a popular combination for the respondents but not a popular combination for the interviewees (the combination was selected only by one interviewee)
- the goals/rating scales/critical incidents combination was a popular combination for the interviewees but not a popular combination for the respondents (the combination was selected only by one respondent)
- the goals/rating scales combination was popular for three interviewees and three respondents
- the 360 degree feedback/goals/rating scales combination was popular for three interviewees and three respondents
- the rating scales combination (one method combination) was popular for three respondents and two interviewees
- the goals/critical incidents/narrative report combination was popular for three respondents and two interviewees
- the 360 degree feedback/rating scales combination was popular for three respondents and one interviewee
- the goals/critical incidents combination was popular for two respondents and one interviewee
- the 360 degree feedback/rating scales/ranking combination was popular for two respondents and one interviewee
- the 360 degree feedback/goals/ranking combination was popular only for three respondents
- the goals/rating scales/narrative report combination was popular only for three respondents
- the 360 degree feedback/goals/ranking/critical incidents combination was popular only for three respondents
- the 360 degree feedback/ranking combination was popular only for three respondents
- the 360 degree feedback/goals/critical incidents combination was popular for one interviewee and one respondent
- the 360 degree feedback/rating scales/narrative report combination was popular for one interviewee and one respondent
- the rating scales/goals/ranking/critical incidents combination was popular only for two interviewees
- the 360 degree feedback/rating scales/goals/ranking/critical incidents combination was popular only for two interviewees
- the ranking combination (one method combination) was popular only for two respondents
- the critical incidents combination (one method combination) was popular only for two respondents
- the no method combination (one method combination) was popular only for two respondents
- the 360 degree feedback/critical incidents combination was popular only for two respondents
- the goals/narrative report combination was popular only for two respondents
- the ranking/narrative report combination was popular only for two respondents

- the 360 degree feedback/goals/rating scales/ranking combination was popular only for two respondents
- the 360 degree feedback/goals/critical incidents/narrative report combination was popular only for two respondents
- the 360 degree feedback/goals/rating scales/ranking/critical incidents/narrative report combination was popular only for two respondents
- the rating scales/goals/ranking combination was popular only for one interviewee
- the 360 degree feedback/rating scales/goals/critical incidents combination was popular only for one interviewee
- the 360 degree feedback/rating scales/goals/narrative report/critical incidents combination was popular only for one interviewee
- the assessment centres combination (one method combination) was popular only for one interviewee
- the narrative report combination (one method combination) was popular only for one respondent
- the 360 degree feedback/narrative report combination was popular only for one respondent
- the goals/ranking combination was popular only for one respondent
- the 360 degree feedback/goals/narrative report combination was popular only for one respondent
- the goals/ranking/critical incidents combination was popular only for one respondent
- the rating scales/critical incidents/narrative report combination was popular only for one respondent
- the ranking/critical incidents/narrative report combination was popular only for one respondent
- the 360 degree feedback/goals/rating scales/narrative report combination was popular only for one respondent
- the 360 degree feedback/rating scales/ranking/critical incidents/no method combination was popular only for one respondent.

It was explained to the interviewees and the questionnaire respondents that the 360 degree feedback method (multiple appraisers) operated in combination with other methods (e.g. the multiple appraisers assessed the appraisees on the basis of goals or rating scales or both) because it specified only the number and type of appraisers and not the basis of assessment. The respondents who selected the 360 degree feedback combination (one method combination) did not indicate the other methods that the 360 degree feedback method should operate with whereas the interviewees did that. If the respondents indicated the other methods then there would be a more accurate picture of the similarities and differences between the interviewees' preferences and the respondents' preferences in relation to the 360 degree feedback method and the rest of the methods.

The inconsistencies between the findings of the interviews and the findings of the questionnaire could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisers' decision in relation to the selection of assessment methods must have been based on a combination of both their appraiser and appraisee experience whereas the appraisees' decision must have been based only on their appraisee experience, e.g. the appraisees may be mostly interested about the fairness and objectivity of a method whereas the appraisers may be interested about



the fairness and objectivity as well as the convenience and feasibility of a method. In addition, the interviewees' decision was possibly more informed than that of the questionnaire respondents i.e. the interviewees' preferences (some of them subject to conditions-see interviewees' comments later on for more details) were based on a clear understanding of the methods since I explained the features of each method to them and I answered their queries (even though the interview checklist contained a brief explanation of the methods). The questionnaire also contained a brief explanation of the methods but because of the non-interactive nature of the questionnaire the methods were not explained and discussed with the respondents (in addition, some respondents might have not read carefully the question and the brief explanation of the methods in an effort to complete the questionnaire as fast as possible). Therefore, it could be argued that the respondents' decision, in relation to the selection of assessment methods, was not as informed as that of the interviewees; however, the validity and reliability of the data that were provided by the respondents were not undermined.

### Overall findings

Irrespective of the inconsistencies between the findings of the interviews and the findings of the questionnaire, the following are the preferences of all the participants (interviews and questionnaire: 35+86=121) in relation to each assessment method as well as each combination of assessment methods:

#### Individual assessment methods

- goals: 74/121=61%
- 360 degree feedback: 67/121=55%
- rating scales: 48/121=40%
- critical incidents: 36/121=30%
- ranking: 29/121=24%
- narrative report: 25/121=21%
- no method: 3/121=2%
- assessment centres: 1/121=1%.

#### Combinations of assessment methods

- 360 degree feedback/goals: 13/121=11%
- 360 degree feedback: 12/121=10%
- goals: 7/121=6%
- goals/rating scales: 6/121=5%
- goals/rating scales/critical incidents: 6/121=5%
- 360 degree feedback/goals/rating scales: 6/121=5%
- rating scales: 5/121=4%
- goals/critical incidents/narrative report: 5/121=4%
- 360 degree feedback/rating scales: 4/121=3%
- goals/critical incidents: 3/121=2%
- goals/rating scales/narrative report: 3/121=2%
- 360 degree feedback/ranking: 3/121=2%
- 360 degree feedback/rating scales/ranking: 3/121=2%
- 360 degree feedback/goals/ranking: 3/121=2%
- 360 degree feedback/goals/ranking/critical incidents: 3/121=2%
- ranking: 2/121=2%
- critical incidents: 2/121=2%
- goals/narrative report: 2/121=2%
- ranking/narrative report: 2/121=2%

- rating scales/goals/ranking/critical incidents: 2/121=2%
  - 360 degree feedback/critical incidents: 2/121=2%
  - 360 degree feedback/goals/critical incidents: 2/121=2%
  - 360 degree feedback/rating scales/narrative report: 2/121=2%
  - 360 degree feedback/goals/rating scales/ranking: 2/121=2%
  - 360 degree feedback/goals/critical incidents/narrative report: 2/121=2%
  - 360 degree feedback/rating scales/goals/ranking/critical incidents: 2/121=2%
  - 360 degree feedback/goals/rating scales/ranking/critical incidents/narrative report: 2/121=2%
  - no method: 2/121=2%
  - narrative report: 1/121=1%
  - goals/ranking: 1/121=1%
  - goals/ranking/critical incidents: 1/121=1%
  - rating scales/goals/ranking: 1/121=1%
  - rating scales/critical incidents/narrative report: 1/121=1%
  - ranking/critical incidents/narrative report: 1/121=1%
  - assessment centres: 1/121=1%
  - 360 degree feedback/narrative report: 1/121=1%
  - 360 degree feedback/goals/narrative report: 1/121=1%
  - 360 degree feedback/rating scales/goals/critical incidents: 1/121=1%
  - 360 degree feedback/goals/rating scales/narrative report: 1/121=1%
  - 360 degree feedback/rating scales/goals/narrative report/critical incidents: 1/121=1%
  - 360 degree feedback/rating scales/ranking/critical incidents/no method: 1/121=1%.
- [total: 104% instead of 100% due to rounding].

#### Information provided by the respondents (questionnaire)

Even though the questionnaire respondents were not asked to give an opinion on whether the right assessment method(s) should be employed (belief) and whether the right assessment method was employed by the current PAS (current situation), the following conclusions can be drawn:

- Almost all of the respondents (97% or 89%-valid percentage) must have believed that the right assessment method(s) should be employed because they all indicated their preferred method(s) apart from three respondents (3%) who selected the “no method” option i.e. the right assessment method(s) was very significant or significant.
- According to the respondents’ preferences in relation to the assessment methods, the rating scales method employed by the current PAS (current situation) can be considered as ineffective or very ineffective because of the following:
  - the rating scales method was not the most popular assessment method; the most popular assessment method was selected by 58% of the respondents
  - the rating scales method was a popular assessment method (selected by 30% of the respondents) but it was always selected in combination with other methods (only three respondents selected the method in isolation).

Bearing in mind the interviewees’ comments (see later on) on the suitability of the rating scales method, the method must have also been selected by many respondents on the condition that it was a revised and improved version of the rating scales method employed by the current PAS. This argument is also consistent with most respondents’ opinion on the current PAS i.e. the current PAS did not enhance performance and needed to change (the assessment method is part of the current PAS).

-Almost all of the respondents (97% or 89%-valid percentage) must have believed that the right assessment method was not employed by the current PAS because according to the above only some of the respondents selected the rating scales method which was employed by the current PAS and they selected it in combination with other methods and provided it was revised and improved i.e. the current PAS was ineffective or very ineffective.

-According to the above, it can be concluded that the performance of 92% (86/93) of the respondents was reduced or stayed the same (the three respondents who selected the “no method” option are also included since an assessment method was employed by the current PAS). The effect on performance of 8% (7/93: non-response cases) of the respondents was uncertain.

#### Respondents' comments

The following comments were made by six questionnaire respondents in relation to the assessment methods:

-“The appraisees should be assessed after having being ranked by order of the level of the salary scale and by having the same responsibilities and volume of work. At CTO, the volume of work and the level of responsibility are not taken into account. During the appraisal, they take into account only the official tasks prescribed by each position title/job description”.

-“The appraisal should have been taking into account not only the goals and the critical incidents but also the volume and complexity of work as well as the experience of the appraisee. The current PAS/method is not taking into account the above or the goals and critical incidents”.

-“The appraisal of an employee should be conducted through a combination of different methods i.e. combination of goals, 360 degree feedback, critical incidents and narrative report and/or other methods according to the position, tasks, requirements etc.”.

-“Two-way appraisal i.e. the appraisee to also appraise the appraiser (superior)”.

-“The managerial staff should be evaluated by their subordinates as well. Employees interacting with people outside the organisation should be assessed by those people as well. In order for the assessment to be accurate one needs to be assessed by both the internal and external customers”.

-“Life is too short for people to be appraised” [note: according to this comment, it could be implied that the respondent was against appraisals in general but it must had been a casual comment as the rest of the respondent's answers did not indicate that].

#### Information provided by the respondents (questionnaire)

Even though the questionnaire respondents were not asked to give an opinion on whether the right assessment criteria should be used when the rating scales method was employed (belief) and whether the assessment criteria under the rating scales method employed by the current PAS were sufficient and suitable (current situation), the following conclusions can be drawn:

-Some of the respondents (30%: the respondents who were in favour of the rating scales method) must have believed that when the rating scales method was employed the right assessment criteria should be used i.e. the right assessment criteria were very significant or significant. Most of the respondents (70% or 62%-valid percentage) must have believed that the assessment criteria were irrelevant because they were not in favour of the rating scales method i.e. the right assessment criteria were not significant.

-Almost all of the respondents (100% or 92%-valid percentage) must have believed that the assessment criteria under the rating scales method employed by the current PAS were not sufficient and suitable i.e. the current PAS was ineffective or very ineffective. This conclusion is based on the findings of the rating scales method (see above) since the rating scales method is interconnected with the assessment criteria. According to those findings, only some of the respondents selected the rating scales method which was employed by the current PAS and they selected it in combination with other methods (apart from three respondents who selected it in isolation) and provided it was revised and improved. This means that the respondents who were not in favour of the rating scales method must have found the assessment criteria insufficient and unsuitable since they were part of an unsuitable method. The respondents who were in favour of the rating scales method but in combination with other methods and provided it was revised and improved must have found the assessment criteria insufficient and unsuitable since they were part of a method which was not only insufficient in isolation but also needed improvement.

-According to the above, it can be concluded that the performance of 92% (86/93) of the respondents was reduced or stayed the same. The effect on performance is the same for both the respondents who believed in the assessment criteria and those who did not. In the former case, the respondents were not satisfied because the assessment criteria were insufficient and unsuitable. In the latter case, the respondents were not satisfied simply because the assessment criteria were employed by the current PAS. The effect on performance of 8% (7/93: non-response cases) of the respondents was uncertain.

#### Respondents' comments

The following comment was made by one questionnaire respondent in relation to the assessment criteria under the rating scales method:

-“The assessment criteria should be measurable”.

#### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that the right assessment method(s) should be employed i.e. the right assessment method(s) was extremely significant (2/25=8%), very significant (19/25=76%, 9/10=90%) or significant (4/25=16%, 1/10=10%).

According to the interviewees' preferences in relation to the assessment methods, the rating scales method employed by the current PAS (current situation) can be considered as ineffective or very ineffective because of the following:

-the rating scales method was not the most popular assessment method; the most popular assessment method was selected by 77% of the interviewees

-the rating scales method was a popular assessment method (selected by 63% of the interviewees) but it was always selected in combination with other methods (only two interviewees selected the method in isolation)

-the rating scales method was selected by many interviewees on the condition that it was a revised and improved version of the rating scales method employed by the current PAS (see interviewees' comments below for more details).

Almost all of the interviewees (appraiser interviews: 24/25=96%, preliminary interviews: 10/10=100%) believed that the right assessment method was not employed by the current PAS i.e. the current PAS was ineffective or very ineffective. One interviewee (appraiser interviews: 1/25=4%) believed that the right assessment

method was employed by the current PAS i.e. the current PAS was very effective or effective.

Most interviewees (appraiser interviews: 16/25=64%, preliminary interviews: 5/10=50%) believed that the current situation (the right assessment method not employed by the current PAS) reduced their performance and some interviewees (appraiser interviews: 8/25=32%, preliminary interviews: 5/10=50%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if the right assessment method(s) was employed by the current PAS. One interviewee (appraiser interviews: 1/25=4%) believed that the current situation (the right assessment method employed by the current PAS) increased his/her performance.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the assessment methods:

- The assessment method is significant because the working environment, the interpersonal relationships, the culture and the career of the employees depend on it.

- The following are some of the advantages of a suitable assessment method: protecting the appraisers and appraisees, avoiding favouritism and nepotism, promoting fairness, making the employees accountable for their performance, reflecting true performance (where employees stand) for purposes of improvement, delegation, promotion etc., motivating performance improvement.

- The assessment method should be treating the employees with fairness i.e. the employees to be provided with the opportunity to perform and prove themselves so as to be assessed later on.

- The assessment method should make the employees feel important and useful and it should prevent frustration, misconceptions and bias (these weaknesses are present under the current and useless PAS which allows the appraisers to conduct unfair and subjective assessments i.e. they are not based on true performance).

- The assessment method(s) should not be used for punishment but for development purposes. The assessment method(s) should be taking into account the employees' experience, capabilities and potential, the difficulty and complexity of the work, the constraints and resources shortfalls and the uncontrollable factors for purposes of fairness and effective human resource allocation (having the right people at the right places through a flexible organisational structure whereby employees improve their performance and utilise their potential).

- The assessment method should be used for purposes of recognising employees' performance with monetary and non-monetary rewards.

- The PAS (inc. the assessment method) should be tailor made so as to consider all the stakeholders and the culture (inc. the Cypriot mentality). However, when the PAS is consistent with the culture and that culture encourages dysfunctional behaviour as in the case of the current PAS (e.g. distortion of ratings), the PAS becomes problematic and ineffective and leads to deterioration of performance. In this case, a cultural change is necessary through the introduction of a new and effective PAS which discourages dysfunctional behaviour (e.g. elimination or minimisation of distortion of ratings).

- The PAS should consist of a balanced combination of assessment methods for purposes of a comprehensive assessment. The combination should be flexible and

dynamic so that new methods are added and/or existing methods are discontinued according to the circumstances (e.g. a change in the nature of work).

-The assessment methods that will be employed by a PAS should be pilot tested before they are selected and introduced so as to establish their suitability and feasibility (e.g. an assessment method may be suitable for an organisation in the private sector but unsuitable for an organisation in the public sector).

-Some of the suggested methods may not be applicable to the employees on low scale positions because these employees have fewer opportunities for demonstrating the kind of performance that is assessed under these methods e.g. the 360 degree feedback method is not feasible in relation to the assessment by subordinates because the employees on low scale positions do not usually supervise other people (unlike the employees on high scale positions who are supervising other people), the critical incidents method may not be feasible because the employees on low scale positions do not usually handle difficult issues or incidents (unlike the employees on high scale positions who usually handle difficult issues or incidents).

-The current PAS (inc. the assessment method) must change but the introduction of new and effective assessment methods (see suggested methods) may be unrealistic for public sector organisations such as CTO because of political interventions and corruption (e.g. the government initiatives for the change of the PAS were unsuccessful).

-The goals method should be taking into account the complexity of the work, the extreme situations and the uncontrollable factors by revising the goals accordingly. Healthy competition and improved performance are made possible through evidence of measured performance which shows how the goals are achieved. The goals method should probably not apply to ad hoc jobs which are unpredictable and difficult to plan.

-The rating scales method is practical, easy, simple, comprehensive, convenient and straightforward. It can be a fair method provided the appraisers are suitably trained for conducting unbiased and consistent (especially important during promotion competition) assessments. The current rating scales method is out of date, subjective, and inaccurate. It must improve by becoming fair and objective. The improvement could be brought about in the following ways: new assessment criteria could be added (e.g. frequency of sick leave, frequency of unpaid overtime), the assessment criteria should be clearly defined and explained and they should be more specific and diluted (the current general and vague criteria to be expanded according to the complexity of the tasks that are associated with each position), the range of the scale should be wider (e.g. 1 to 9 instead of “excellent”, “very good” etc.), all the ratings should be justified (and especially the high and low ratings).

-The 360 degree feedback method is contemporary but costly. As it has never been employed by any public sector organisation in Cyprus, it should be pilot tested so as to establish its suitability and feasibility (e.g. resistance by certain stakeholders such as the trade unions). The assessments will be unfair and biased if collusion is present e.g. employees helping each other through high ratings which do not reflect their true performance. The 360 degree feedback method could be introduced for developmental purposes only and provided the results are interpreted by an expert coach. However, it is also important for assessment purposes because bias is minimised and objectivity is enhanced (true performance is reflected) when there are different types of appraisers (superiors, subordinates, peers, business associates). The 360 degree feedback method should be introduced provided confidentiality is safeguarded especially when the subordinates assess the superiors (not disclosing the subordinates' names). Therefore, the subordinates will be protected from possible

hostile or revengeful action taken by the superiors. In addition, possible collusion between the subordinates and superiors will be avoided. The appraiser's final assessment should be the average of the assessments of all the 360 degree feedback respondents.

-The ranking method can improve the organisation and delegation of work so that the right people are at the right places (effective allocation of human resources). The ranking results could be published or kept confidential. Each ranking group should consist of employees who perform similar tasks in terms of volume and complexity (comparing like with like). The ranking method can lead to healthy competition and improved performance provided the assessments are fair, objective and unbiased. However, the ranking method can also lead to deterioration of performance, conflict and unhealthy competition e.g. the employees who are not on top of the list are demotivated if they think that they can never become high performers, they become indifferent and their performance deteriorates and they even sabotage high performers out of jealousy.

-The critical incidents method must be based on evidence of high performance during difficult situations and on evidence of low performance during straightforward situations.

-The narrative report method is very subjective, it requires a lot of interpretation and it undermines the consistency of the appraiser ratings.

The findings on the rating scales method employed by the current PAS (see above) are consistent with the interviewees' opinion on the assessment criteria under the rating scales method employed by the current PAS (see below); the consistency was expected since the assessment criteria are interconnected with the rating scales method.

#### Information provided by the interviewees (interviews)

Most of the interviewees (appraiser interviews: 18/25=72%, preliminary interviews: 6/10=60%) believed that when the rating scales method was employed the right assessment criteria should be used i.e. the right assessment criteria were extremely significant (1/25=4%, 1/10=10%), very significant (16/25=64%, 4/10=40%) or significant (1/25=4%, 1/10=10%). Some of the interviewees (appraiser interviews: 7/25=28%, preliminary interviews: 4/10=40%) believed that the assessment criteria were irrelevant because they were not in favour of the rating scales method i.e. the right assessment criteria were not significant. A few interviewees mentioned that the criteria (revised and improved) could be used as a guideline and taken into account during assessments under other methods (see interviewees' comments below for more details).

Almost all of the interviewees (appraiser interviews: 24/25=96%, preliminary interviews: 9/10=90%) believed that the assessment criteria under the rating scales method employed by the current PAS were not sufficient and suitable i.e. the current PAS was ineffective or very ineffective. A few interviewees mentioned that the criteria were suitable but the wrong application of the criteria made them unsuitable. Two interviewees (appraiser interviews: 1/25=4%, preliminary interviews: 1/10=10%) believed that the assessment criteria under the rating scales method employed by the current PAS were sufficient and suitable i.e. the current PAS was very effective or effective.

Many interviewees (appraiser interviews: 15/25=60%, preliminary interviews: 3/10=30%) believed that the current situation (insufficient and unsuitable assessment

criteria) reduced their performance and some interviewees (appraiser interviews: 9/25=36%, preliminary interviews: 6/10=60%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if the assessment criteria under the rating scales method employed by the current PAS were revised and improved so as to become sufficient and suitable (the interviewees who supported the above are the following: those who were in favour of the rating scales method provided it operated in combination with other methods and it was revised and improved, those who were not in favour of the rating scales method and those who were not in favour of the rating scales method but they were in favour of the criteria being used as a guideline and taken into account during assessments under other methods). Two interviewees (appraiser interviews: 1/25=4%, preliminary interviews: 1/10=10%) believed that the current situation (sufficient and suitable assessment criteria) increased their performance.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the assessment criteria under the rating scales method:

- There is no need for new assessment criteria because the current criteria are developmental, sufficient and suitable (e.g. employee behaviour is important for front line staff). Even though on certain occasions some of the criteria may not be suitable in terms of practical applicability (e.g. managerial capability cannot apply to the appraisees who do not supervise other people), all the criteria are suitable in terms of theoretical applicability (representing appraisal concepts and principles).
- The problem is not the current criteria but the way the criteria are rated by the appraisers i.e. the criteria are not measured accurately and objectively and the ratings are unjustified (not based on evidence of true performance).
- The current criteria do not reflect the true performance because most of them refer to personality aspects; in addition, the criteria which refer to performance aspects do not carry a greater weight than the criteria which refer to personality aspects. Therefore, the employees are assessed mostly on personality (on the basis of both personality and performance but mostly personality).
- The current criteria are unsuitable, insufficient, superficial, simple, and vague (abstract, broad and general). They are the loopholes of the current PAS as they prevent the true performance from being reflected. The ratings are unfair, subjective and unjustified because the criteria are insufficient (e.g. in terms of indicating strengths and weaknesses), non-measurable (lack of a predefined measurement mechanism) and subjective (they can be interpreted in many ways due to their inherent vagueness which has not been eliminated by the guidelines which have been issued so far). In addition, certain criteria are not applicable to certain employees because of the position they hold and the tasks they perform (e.g. initiative is not required during the performance of routine, mechanistic and structured work). The employees who perform different tasks cannot be assessed on the same criteria. The employees have to be assessed on criteria which are related to the tasks that they perform (fairness and valid comparisons during promotions).
- The rating scales method (inc. the assessment criteria) is unsuitable for purposes of performance. There are other assessment methods which are more effective because they are based on performance. For example, the goals method is based on the performance of an employee (supported by fact-based evidence) whereas the rating



scales method is based on the subjective opinions of the appraisers about the personality of an employee.

-The current criteria should not to be used for assessment purposes. However, they should be used as a guideline (appraisal principles) under other assessment methods e.g. taking into account the willingness, initiative and cooperation that were demonstrated during the achievement of goals.

-If the current criteria and scale will continue to be used for assessment purposes, they should be amended in the following ways. Some of the amendments are applicable even when the criteria will used only as a guideline (appraisal principles) under other assessment methods:

-the criteria and the scale should be clearly defined and interpreted in writing as well as practically through suitable training for purposes of consistent and efficient application

-the criteria should be more specific and diluted

-the criteria should be tailor made according to the requirements and complexity of the tasks that are associated with each position

-as the current criteria were set a long time ago, expert advice should be obtained about the new criteria that could be added and which should be consistent with organisational and environmental changes. The following are some ideas about the new criteria that could be added: teamwork, knowledge sharing, handling people over the phone, computer literacy, innovation, utilisation of potential, efficiency, frequency of sick leave, frequency of unpaid overtime, dynamism-making things happen (especially for employees on high scale positions), crisis management

-the criteria should be measurable and the measurement methods should be explained through examples

-the criteria should carry weights according to their significance (significance for the tasks that are associated with each position). Thus, the employees know which criteria (the ones with the greatest weight) to concentrate on for purposes of improving their performance and ratings

-the criteria which refer to performance aspects should carry a greater weight than the criteria which refer to personality aspects so that the employees are assessed mostly on performance (on the basis of both personality and performance but mostly performance)

-the range of the scale should be wider (e.g. 1 to 9 or percentages instead of “excellent”, “very good” etc.) so as to avoid the phenomenon of almost everyone being rated as “excellent” (the employees who perform better or worse than others become more obvious)

-all the ratings should be justified (and especially the high and low ratings) for purposes of an in-depth assessment.

#### Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

Both the interviewees and the questionnaire respondents believed that the right assessment method(s) should be employed.

They also believed that the right assessment method was not employed by the current PAS.

The performance of almost all of the interviewees (97%=34/35) and almost all of the respondents (92%) was not enhanced (performance which decreased and performance which stayed the same) and the performance of one interviewee (3%=1/35) was enhanced. The same consistency is observed even when it is assumed that the

respondents' performance did not decrease but it stayed the same i.e. the performance of 97% of the interviewees and 92% of the respondents was not enhanced and the performance of 3% of the interviewees was enhanced. The performance consistency between the findings of the questionnaire and the findings of the interviews derives from the belief (significance) and current situation (effectiveness) consistencies which are mentioned above (the effect on performance for the non-response cases of the questionnaire was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (assessment method preferences) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that the right assessment method(s) should be employed. Three participants did not believe that the right assessment method(s) should be employed (they selected the "no method" option).
- Almost all participants believed that the right assessment method was not employed by the current PAS. One participant believed that the right assessment method was employed by the current PAS.
- Almost all participants' performance was not enhanced and the performance of one participant was enhanced (exc. the participants whose effect on performance was uncertain).

### Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 (see below for more details).

### Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

In the case of the interviews, most interviewees believed that when the rating scales method was employed the right assessment criteria should be used whereas in the case of the questionnaire, only some respondents believed that. In the case of the interviews, some interviewees believed that the assessment criteria were irrelevant and insignificant (since they were not in favour of the rating scales method) whereas in the case of the questionnaire, most respondents believed that. The inconsistency between the findings of the interviews and the findings of the questionnaire is justified i.e. it reflects the difference between the preferences of the interviewees and the preferences of the respondents in relation to the rating scales method with which the assessment criteria are interconnected.

Both the interviewees and the questionnaire respondents believed that the assessment criteria under the rating scales method employed by the current PAS were not sufficient and suitable.

The performance of almost all of the interviewees (94%=33/35) and almost all of the respondents (92%) was not enhanced (performance which decreased and performance which stayed the same) and the performance of two interviewees (6%=2/35) was enhanced. The same consistency is observed even when it is assumed that the respondents' performance did not decrease but it stayed the same i.e. the performance of 94% of the interviewees and 92% of the respondents was not enhanced and the

performance of 6% of the interviewees was enhanced. The performance consistency between the findings of the questionnaire and the findings of the interviews derives from the current situation (effectiveness) consistency which is mentioned above (the effect on performance for the non-response cases of the questionnaire was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (assessment method preferences and belief/significance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Most participants believed that the assessment criteria were irrelevant and insignificant (since they were not in favour of the rating scales method). Some participants believed that when the rating scales method was employed the right assessment criteria should be used.
- Almost all participants believed that the assessment criteria under the rating scales method employed by the current PAS were not sufficient and suitable. Two participants believed that the assessment criteria under the rating scales method employed by the current PAS were sufficient and suitable.
- Almost all participants' performance was not enhanced and the performance of two participants was enhanced (exc. the participants whose effect on performance was uncertain).

### Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 (see below for more details).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

#### Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance-Assessment Method(s)	✓	✓
Significance-Assessment Criteria	Most Interviewees: ✓ Some Interviewees: ✗	Some Respondents: ✓ Most Respondents: ✗
Current Situation-Assessment Method(s)	✗	✗
Current Situation-Assessment Criteria (existence: ✓/lack: ✗)	✗	✗
Performance-Assessment Method(s)	Not Enhanced	Not Enhanced
Performance-Assessment Criteria	Not Enhanced	Not Enhanced
Assessment Method(s): Overall Consistency		

Assessment Criteria: Significance: Inconsistency, Current Situation: Consistency (the significance inconsistency is justified i.e. it reflects the difference between the preferences of the interviewees and the preferences of the respondents in relation to the rating scales method with which the assessment criteria are interconnected)

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance-Assessment Method(s)	✓
Significance-Assessment Criteria	Most Participants: ✗ Some Participants: ✓
Current Situation-Assessment Method(s)	✗
Current Situation-Assessment Criteria (existence: ✓/lack: ✗)	✗
Performance-Assessment Method(s)	Not Enhanced
Performance-Assessment Criteria	Not Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus); according to the findings in chapter 4, the goals method was considered as suitable for purposes of performance, the rating scales method was considered as suitable for purposes of personality development and the sufficient and suitable assessment criteria under the rating scales method were considered as significant; in the case of certain organisations in the private sector in Cyprus, the goals method was employed for purposes of assessing performance and the rating scales method was employed for purposes of developing personality (features of the rating scales method: specific assessment criteria according to the job requirements of each position, guidance and explanation of the assessment criteria and how they are rated, justification of ratings)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations	Insider/Practitioner- Researcher Perspective (chapters 4 & 3)
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		in Cyprus (chapter 4)	
Significance of the Right Assessment Method(s)	✓	✓	✓
Significance of the Right (Sufficient and Suitable) Assessment Criteria under the Rating Scales Method	✓: Some Participants  ✗: Most Participants (not in favour of the rating scales method)	✓	✓
Current Situation: Unsuitable Assessment Method and Assessment Criteria & Non-Enhancement of Performance (the rating scales method which is employed by the current PAS is not suitable for purposes of performance: out of date, inaccurate, unfair, subjective, the assessment criteria under the rating scales method represent aspects of an individual's personality, subject to distortion) (the assessment criteria under the current rating scales method are not sufficient and suitable) (the rating scales method is insufficient in isolation)	✓	✓	✓
Assessment on the Basis of Performance: Goals Method: Non-Distortion of Ratings (objective/fair/accurate measurement: true performance through fact-based	✓	✓	✓ The Goals Method is a Fair/Valid/ Reliable Basis for Assessing/ Improving/ Rewarding Performance (the distortion of ratings

evidence)			is minimised) (effectiveness and efficiency through computerisation: the process of measuring performance under the goals method can become more efficient)
Assessment of Personality: Rating Scales Method: Development Purposes (the personality influences the performance) (features: sufficient scale, explanation of the scale, development of the assessment criteria according to the job requirements of each position, specific, weighted, clearly defined and explained assessment criteria, justification of the ratings)	✓ Certain Participants: Development Purposes  Certain Participants: Performance Purposes	✓	✓ Assessment of Personality for Purposes of Development through the Rating Scales Method (the appraisees develop personality aspects that will help them improve their performance) (the rating scales method is unsuitable for purposes of performance and recognition as it is subject to distortion: inherent subjectivity: the assessment criteria under the rating scales method represent mainly aspects of an individual's personality which cannot be objectively measured and matched with the individual's performance)
Assessment on the Basis of the 360 Degree Feedback Method for Purposes of Development (improvement of relationships) (enhancement of objectivity: many appraisers) (unsuitable for purposes of performance: not applicable to all the employees, subject to	✓ Certain Participants: Development Purposes  Certain Participants: Performance Purposes		✓ Assessment on the Basis of the 360 Degree Feedback Method for Purposes of Development (the 360 degree feedback method is unsuitable for purposes of performance and recognition as it is subject to distortion: tactics of collusion or revenge)

<p>distortion i.e. collusion or revenge) (interpretation by experts) (safeguard of confidentiality)</p>			<p>(the selection of the most suitable 360 degree feedback respondents {superiors, subordinates, peers, business associates} should be determined by the tasks and position of each appraisee) (effectiveness and efficiency through computerisation: the process of obtaining feedback from the 360 degree feedback respondents under the rating scales method can become a lot easier and faster)</p>
<p>Employment of the Rating Scales Method and the 360 Degree Feedback Method in Combination (the 360 degree feedback method or the feedback from multiple appraisers must be employed in combination with other methods because it does not determine the basis of assessment but only the type and number of appraisers) (it is more suitable to combine the 360 degree feedback method with the rating scales method rather than the goals method because it is unlikely for the 360 degree feedback respondents {e.g. subordinates and peers} to be aware of an appraisee's set and agreed goals {by the appraisers and the appraisee} and the progress made against</p>	<p>✓: Certain Participants</p>		<p>✓</p>

<p>those goals whereas the working contact that they have with an appraisee allows them to express an opinion on the personality aspects of the appraisee which are assessed under the rating scales method) (the average score of the ratings of all the 360 degree feedback respondents is considered to be a reasonable, valid and reliable reflection of an individual's personality as it represents the opinion of many individuals)</p>			
<p>Insufficiency and Unsuitability of Other Assessment Methods (critical incidents method: restricted by the low frequency of critical incidents) (ranking method: conflict and unhealthy competition) (narrative report method: very subjective, subject to misinterpretation, inconsistent assessments among the appraisers)</p>	✓	✓ Unsuitability of the Ranking Method (the employees are not used to or willing to be compared objectively with their colleagues)	✓
<p>✓ The above are also consistent with the Literature in chapter 3 e.g. ACAS (2008), Beach (1985), Daley (1992), Milkovich et al (1991), ICMR (2009), D'Netto (2004), Grint (2007), Harvey (1994), Johnson (2004), CIPD (2007), Robb (2008), Business Wire (2003), Carson (2006), Bacal (2007), Heskett (2006), Grote (2005)</p>			
<p>Overall Consistency</p>			

According to the preceding analysis, the participants consider the right assessment method(s) as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). The rating scales method which is employed by the current PAS is not considered by the participants as the right assessment method. Some participants consider the sufficient and suitable assessment criteria (under the rating scales method) as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). Most participants (those who are not in favour of the rating scales method) do not consider the sufficient and suitable



assessment criteria (under the rating scales method) as significant or relevant and when the rating scales method is employed (inc. the assessment criteria which can be sufficient and suitable or not) their performance is not enhanced (and vice versa). According to the participants, the assessment criteria under the rating scales method employed by the current PAS are not sufficient and suitable. The participants believe that the appraisees should be assessed on the basis of their performance through the goals method (it is the most popular assessment method) since it is possible to measure performance against the goals objectively, fairly and accurately (minimising the distortion of ratings by assessing true performance and justifying the assessment through fact-based evidence). The participants also believe that the appraisees should be assessed on the basis of the 360 degree feedback method (it is the second most popular assessment method) as it enhances objectivity (many appraisers) and improves relationships. However, there are participants who believe that the 360 degree feedback method should not be used for purposes of assessing performance but only for purposes of development not only because it cannot apply to all the employees (e.g. the performance assessment which is conducted by the subordinates cannot apply to the employees who do not supervise others) but also because it is subject to distortion (collusion or revenge are usually present when the method is used for assessing performance). The participants believe that the results of the assessment (performance or development) should be interpreted by experts and confidentiality should be safeguarded. The participants also believe that the appraisees' personality (e.g. professionalism, collegiality, team spirit, communication) should also be assessed through the rating scales method (it is the third most popular assessment method) as personality influences performance. However, there are participants who believe that the appraisees should not be assessed on the basis of the rating scales method because it is out of date, inaccurate, unfair, subjective (the assessment criteria under the rating scales method represent aspects of an individual's personality), subject to distortion and in general unsuitable for purposes of performance. The participants who are in favour of the rating scales method also believe that the rating scales method which is employed by the current PAS is not the right assessment method (see above). Their views are not considered as inconsistent because the rating scales method is selected in combination with other methods (the method is insufficient in isolation) and its features are not the same as the features of the current rating scales method (the current method is insufficient). They recommend the following features: sufficient scale (e.g. from 1 to 9), explanation of the scale, development of the criteria according to the job requirements of each position, specific, weighted, clearly defined and explained criteria, justification of the ratings. The participants do not consider the other assessment methods (critical incidents, ranking, narrative report) as sufficient and suitable because of the disadvantages that are associated with such methods e.g. the ranking method usually leads to conflict and unhealthy competition, the applicability of the critical incidents method is restricted by the low frequency of critical incidents, the narrative report method is very subjective, it is subject to misinterpretation and it leads to inconsistent assessments among appraisers.

I also consider the right assessment method(s) as a significant factor and I also believe that the rating scales method which is employed by the current PAS is not the right assessment method (insufficient in relation to the reflection of true performance); in addition, the assessment criteria under the current rating scales method are not sufficient and suitable. The technology can enhance the effectiveness and efficiency of most assessment methods and it should therefore be used accordingly e.g. the

process of obtaining feedback from the 360 degree feedback respondents under the rating scales method (see below) can become a lot easier and faster, e.g. the process of measuring performance under the goals method (see below) can become more efficient. The goals method is a fair, valid and reliable basis for improving and rewarding performance since the appraisees' true performance can be objectively measured through fact-based evidence. Thus, the current phenomenon of the distortion of ratings (e.g. "excellent" ratings, bias, interpersonal relationships) is minimised (when the ratings are distorted and not justified or evidenced the appraisees are not committed or motivated to improve and learn). The rating scales method and the 360 degree feedback method are more suitable for purposes of development rather than performance and recognition because they are subject to assessment distortion (inherent subjectivity which is associated with the rating scales method and tactics of collusion or revenge which are associated with the 360 degree feedback method). The two methods should be used for purposes of development and they should be combined not only because the rating scales method is selected by the participants in combination with other methods but also because the 360 degree feedback method (feedback from multiple appraisers) must be employed in combination with other methods (the 360 degree feedback method does not determine the basis of assessment but only the type and number of appraisers). It is more suitable to combine the 360 degree feedback method with the rating scales method rather than the goals method because it is unlikely for the 360 degree feedback respondents (e.g. subordinates and peers) to be aware of an appraisee's set and agreed goals (by the appraisers and the appraisee) and the progress made against those goals whereas the working contact that they have with an appraisee allows them to express an opinion on the personality aspects of the appraisee which are assessed under the rating scales method. The average score of the ratings of all the 360 degree feedback respondents is considered to be a reasonable, valid and reliable reflection of an individual's personality as it represents the opinion of many individuals. The selection of the most suitable 360 degree feedback respondents (superiors, subordinates, peers, business associates) should be determined by the tasks and position of each appraisee. As mentioned above, the rating scales method is not suitable for purposes of performance and recognition because of its inherent subjectivity i.e. the competencies or assessment criteria under the rating scales method represent mainly aspects of an individual's personality (the individual's performance is usually enhanced when the individual behaves in the manner specified by these aspects) which cannot be objectively measured and matched with the individual's performance (inherent distortion). However, the rating scales method can be used for purposes of development since it is directly related with personality i.e. aiding the appraisees in developing personality aspects that will help them improve their performance. The usefulness of the rating scales method can be maximised through the following: the scale should be sufficient, the use of the scale should be explained (how the criteria are rated), the criteria should be developed according to the job requirements of each position and carry weights according to their significance, the criteria should be specific, clearly defined and explained, the ratings should be justified with examples. I also believe that the other assessment methods (critical incidents, ranking, narrative report) are not as suitable and sufficient (for purposes of performance and development) as the methods mentioned above and I agree with the participants' views on the disadvantages of these assessment methods.

The significance of the right assessment method(s) has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. goals assessment for purposes of performance which can be objectively measured, assessment on the basis of the rating scales method for purposes of personality development, specific assessment criteria according to the job requirements of each position, guidance and explanation of the assessment criteria and how they are rated, justification of ratings, unsuitability of the ranking method as the employees are not used to or willing to be compared objectively with their colleagues). In addition, the goals assessment and the measurement of performance (minimum bias and maximum objectivity) as well as the rating scales method (with the same features as above) are part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): According to ACAS (2008), a combination of assessment methods may be appropriate. Beach (1985) indicates that the suitability of the assessment method depends on the objectives of the PAS e.g. the management by objectives is suitable for performance and development. According to Daley (1992), the management by objectives is an objective method through which measurement of performance is possible. Milkovich et al (1991) indicate that one of the objectives of performance appraisals is to assess or measure performance accurately. Even though the motivational possibilities of performance appraisals are qualified (limitation of inaccuracy which is present in all judgements), the employees are motivated to perform provided they believe that the performance appraisals are a reasonable estimate of how they performed (credible appraisers who appraise performance accurately because they know the employees' work and they are honest), the performance criteria are concrete and the employees participate in the setting of goals. According to ACAS (2008), the comparison with objectives is a method through which work achievement, objectivity and participation are possible (agreeing objectives, assessing how far they are met and revising them according to uncontrollable factors and unforeseen circumstances and taking measures for overcoming obstacles). According to ICMR (2009), the management by objectives is the agreement of performance goals and the assessment of the extent of their achievement. D'Netto (2004) indicates that acceptable behavioural and performance standards must be set and the assessment should focus on how the job is done and the goals within the job. According to ICMR (2009), subjectivity is minimised through the 360 degree feedback method. Grint (2007) indicates that the subjectivity of performance appraisals can decrease if the downward appraisal of subordinates is supplemented with the upward appraisal of superiors. Harvey (1994) indicates that the effectiveness of performance appraisals in relation to development is enhanced through the 360 degree feedback method because the top down and single source assessment is problematic. The evaluation for pay should not be conducted together with the 360 degree evaluation. According to ACAS (2008), the 360 degree feedback method is suitable for development. Johnson (2004) indicates that through the 360 degree feedback method a broad and comprehensive perspective is possible and there is a focus on improvement, learning and development instead of pay. The method should not be used for purposes of pay or promotion as during this time the feedback tends to be distorted so as to influence the decisions for pay or promotion e.g.

avoiding to criticise colleagues so as to maintain good interpersonal relations, providing negative feedback so as to harm colleagues. The method works best under a culture of trust and honesty and when the feedback is communicated to the employees by a coach. According to CIPD (2007), the 360 degree feedback method enhances objectivity and fairness and provides relevant and better information about competencies (how others see an employee). The method is valuable for coaching, training and development. The method should operate under a culture of trust, openness and communication, a coach should be helping employees to prepare their personal development plan and confidentiality should be safeguarded. The online 360 degree feedback enhances accuracy, efficiency and confidentiality (the benefits of performance appraisal software are also indicated by other authors such as Robb (2008) and Business Wire (2003)). Carson (2006) indicates that the 360 degree feedback method should be implemented cautiously, the users should be trained and confidentiality should be safeguarded. Bacal (2007) indicates that the implementation of the 360 degree feedback method is expensive and difficult. According to ACAS (2008), the rating scales method (employee characteristics rated on a scale) is easy to construct, use and understand but it is subjective and there is a tendency to rate around the average and be influenced by overall impressions. Bacal (2007) indicates that the rating scales method is easy, cheap and not time consuming but it becomes costly in the long run as it is useless for purposes of performance improvement and development (e.g. assessing all jobs and employees the same way). Beach (1985) indicates that the weaknesses of the rating scales method can be alleviated by defining the factors carefully, by substantiating the ratings and by having multiple raters. According to ACAS (2008), the vagueness associated with the traits of the traditional rating scales method can be avoided by tailoring the rating scales according to each job. According to ICMR (2009), the rating scales method works better if each job dimension is assigned with a specific scale. According to ICMR (2009), the critical incidents method is the assessment on the basis of unusually favourable and unfavourable instances. According to ACAS (2008), the critical incidents method is the assessment on the basis of incidents of positive and negative behaviour. The appraisers provide feedback on the behaviour when it occurs and their assessments are based on records of actual incidents instead of subjective judgements. However, the method is unsuitable for jobs which do not involve initiative, it is time consuming, burdensome, and it can lead to overactive and undesirable supervision. According to ICMR (2009), the appraiser expresses his/her opinion about the appraisee's performance, strengths, weaknesses, potential and development through the essay method. According to ACAS (2008), the narrative report (description of the appraisee's performance in the appraiser's own words) provides flexibility to the appraiser but its usefulness to the appraisee is subject to the literary ability of the appraiser. In addition, the appraisees cannot be easily compared with each other when the appraisers are not assessing the same factors. According to ICMR (2009), the straight ranking method is the ranking of employees according to their performance (from best to worst performer). Heskett (2006) indicates that the ranking method is better than other methods as the appraisers are able and willing to conduct frank appraisals. However, the method minimises teamwork and innovation and it does not improve performance in the long term. Grote (2005) indicates that the forced ranking method is the ranking of employees according to their performance. The employees are ranked against each other and not against performance standards. The method enhances performance as top talent is rewarded and retained but it is not applicable to all organisations and all the time. The method is unfair to the employees who perform

satisfactorily and it leads to an unhealthy cult of star culture, low morale and lack of teamwork. Bacal (2007) indicates that the ranking method is justified when the best performers are selected so as to be rewarded and when the employees develop through healthy competition. The method does not usually enhance performance as the performance standards become irrelevant (the best performer may be below the standard). The method usually leads to harmful competition (low morale, lack of trust and teamwork, withholding of information, self-centred actions) and the employees cannot be easily compared with each other when their contribution is different.

## 7.2.2 - Feedback

### 7.2.2.1 - Feedback (inc. Progress Monitoring, Action Plans, Communication, Coaching, Appraisal Interviews and an Honest and Trustful Relationship)

#### Information provided by the respondents (questionnaire)

Almost all of the questionnaire respondents (1=46/93=49%, 2=46/93=50%; 1&2=99%) believed that the appraiser should provide the appraisee with proper feedback on his/her performance i.e. the provision of proper feedback on performance was very significant or significant. One respondent (5=1/93=1%) believed that the appraiser should not provide the appraisee with proper feedback on his/her performance i.e. the provision of proper feedback on performance was very insignificant.

The appraiser of most of the questionnaire respondents (4=33/93=36%, 5=18/93=19%; 4&5=55%) did not provide them with proper feedback on their performance i.e. the current PAS was very ineffective or ineffective. The appraiser of some of the respondents (1=6/93=6%, 2=20/93=22%; 1&2=28%) provided them with proper feedback on their performance i.e. the current PAS was very effective or effective. Some of the respondents (3=16/93=17%) were neutral or did not know whether their appraiser provided them with proper feedback on their performance. According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 29% (27/93) of the respondents was enhanced or stayed the same and the performance of 54% (50/93) of the respondents was reduced or stayed the same. The effect on performance of 17% (16/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=38/93=41%, 2=51/93=55%; 1&2=96%) believed that the appraisee and the appraiser should monitor the appraisee's progress regularly i.e. the regular monitoring of progress was very significant or significant. A few respondents (3=4/93=4%) were neutral or did not know whether the appraisee and the appraiser should monitor the appraisee's progress regularly.

Most of the questionnaire respondents (4=35/93=37%, 5=19/93=21%; 4&5=58%) did not monitor their progress regularly with their appraiser i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=3/93=3%, 2=19/93=21%; 1&2=24%) monitored their progress regularly with their appraiser i.e. the current PAS was very effective or effective. Some of the respondents (3=17/93=18%) were neutral or did not know whether they monitored their progress regularly with their appraiser. According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 24% (22/93) of the respondents was enhanced or stayed the same and the performance of 56% (52/93) of the respondents

was reduced or stayed the same. The effect on performance of 20% (19/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=40/93 or 40/92=43% or 44%, 2=48/93 or 48/92=52%; 1&2=95% or 96%) believed that the appraisee and the appraiser should agree on specific action plans so as to improve performance levels i.e. the agreement on specific action plans was very significant or significant. One respondent (4=1/93 or 1/92=1%) believed that the appraisee and the appraiser should not agree on specific action plans so as to improve performance levels i.e. the agreement on specific action plans was insignificant. A few respondents (3=3/93 or 3/92=3%) were neutral or did not know whether the appraisee and the appraiser should agree on specific action plans so as to improve performance levels.

Most of the questionnaire respondents (4=33/93=35%, 5=14/93=15%; 4&5=50%) did not agree with their appraiser on specific action plans so as to improve performance levels i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=7/93=8%, 2=25/93=27%; 1&2=35%) agreed with their appraiser on specific action plans so as to improve performance levels i.e. the current PAS was very effective or effective. Some of the respondents (3=14/93=15%) were neutral or did not know whether they agreed with their appraiser on specific action plans so as to improve performance levels.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 33% (31/93) of the respondents was enhanced or stayed the same and the performance of 49% (45/93) of the respondents was reduced or stayed the same. The effect on performance of 18% (17/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=46/93=50%, 2=43/93=46%; 1&2=96%) believed that the appraisee and the appraiser should communicate on a continuing basis i.e. the continuous communication was very significant or significant. A few respondents (3=4/93=4%) were neutral or did not know whether the appraisee and the appraiser should communicate on a continuing basis.

Many questionnaire respondents (4=31/93=33%, 5=11/93=12%; 4&5=45%) did not communicate with their appraiser on a continuing basis i.e. the current PAS was ineffective or very ineffective. Many respondents (1=11/93=12%, 2=31/93=33%; 1&2=45%) communicated with their appraiser on a continuing basis i.e. the current PAS was very effective or effective. Some of the respondents (3=9/93=10%) were neutral or did not know whether they communicated with their appraiser on a continuing basis.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 44% (41/93) of the respondents was enhanced or stayed the same and the performance of 44% (41/93) of the respondents was reduced or stayed the same. The effect on performance of 12% (11/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=45/93 or 45/92=48% or 49%, 2=46/93 or 46/92=50%; 1&2=98% or 99%) believed that the appraiser should coach the appraisee and draw his/her attention to problems as soon as they take place i.e. coaching (inc. drawing of attention to problems) was very significant or significant. One respondent (3=1/93 or 1/92=1%) was neutral or did not know whether the appraiser should coach the appraisee and draw his/her attention to problems as soon as they take place.

The appraiser of many questionnaire respondents (4=29/93 or 29/92=31% or 32%, 5=15/93 or 15/92=16%; 4&5=47% or 48%) did not coach them and did not draw their

attention to problems as soon as they took place i.e. the current PAS was ineffective or very ineffective. The appraiser of some of the respondents (1=9/93 or 9/92=10%, 2=27/93 or 27/92=29%; 1&2=39%) coached them and drew their attention to problems as soon as they took place i.e. the current PAS was very effective or effective. Some of the respondents (3=12/93 or 12/92=13%) were neutral or did not know whether their appraiser coached them and drew their attention to problems as soon as they took place.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 39% (36/93) of the respondents was enhanced or stayed the same and the performance of 47% (44/93) of the respondents was reduced or stayed the same. The effect on performance of 14% (13/93) of the respondents was uncertain.

Almost all the questionnaire respondents (1=40/93=43%, 2=48/93=52%; 1&2=95%) believed that the appraisers should carry out effective appraisal interviews with the appraisee i.e. the conduct of effective appraisal interviews was very significant or significant. Two respondents (4=2/93=2%) believed that the appraisers should not carry out effective appraisal interviews with the appraisee i.e. the conduct of effective appraisal interviews was insignificant. A few respondents (3=3/93=3%) were neutral or did not know whether the appraisers should carry out effective appraisal interviews with the appraisee.

The questionnaire respondents were not asked to give an opinion on whether their appraisers actually carried out effective appraisal interviews with them because under the current PAS appraisal interviews were not officially conducted (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was ineffective or very ineffective. If the questionnaire respondents were asked to give an opinion they would all (4 or 5=93/93=100%; 4 covers the possibility of informal ad hoc discussions before the appraisal) have answered that their appraisers did not carry out effective appraisal interviews with them.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 2% (2/93) of the respondents was enhanced or stayed the same and the performance of 95% (88/93) of the respondents was reduced or stayed the same. The effect on performance of 3% (3/93) of the respondents was uncertain.

Almost all of the questionnaire respondents (1=61/93=66%, 2=30/93=32%; 1&2=98%) believed that the appraisee and the appraiser should have a relationship which was characterised by openness, honesty, cooperation, respect and trust (not by conflict, judgement or criticism) i.e. the open, honest, cooperative, respectful and trustful relationship was very significant or significant. Two respondents (3=2/93=2%) were neutral or did not know whether the appraisee and the appraiser should have a relationship which was characterised by openness, honesty, cooperation, respect and trust (not by conflict, judgement or criticism).

Most of the questionnaire respondents (1=15/93=16%, 2=34/93=36%; 1&2=52%) had with their appraiser a relationship which was characterised by openness, honesty, cooperation, respect and trust (not by conflict, judgement or criticism) i.e. the current PAS was very effective or effective. Some of the respondents (4=22/93=24%, 5=8/93=9%; 4&5=33%) did not have with their appraiser a relationship which was characterised by openness, honesty, cooperation, respect and trust (not by conflict, judgement or criticism) i.e. the current PAS was ineffective or very ineffective. Some of the respondents (3=14/93=15%) were neutral or did not know whether they had

with their appraiser a relationship which was characterised by openness, honesty, cooperation, respect and trust (not by conflict, judgement or criticism). According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 52% (48/93) of the respondents was enhanced or stayed the same and the performance of 32% (30/93) of the respondents was reduced or stayed the same. The effect on performance of 16% (15/93) of the respondents was uncertain.

#### Respondents' comments

The following comments were made by seven questionnaire respondents in relation to feedback (progress monitoring, action plans, communication, coaching, appraisal interviews and an honest and trustful relationship are also included in feedback):

- “Both the appraisers and appraisees should have a constant open line of communication”.
- “The appraiser should train, guide and coach the appraisee provided he/she is more knowledgeable and has more skills than the appraisee”.
- “The weaknesses should be indicated and relevant advice should be given for improving performance”.
- “The appraisal should be justified and at the same time it should contain indications, references, observations, remarks, suggestions, recommendations etc. for purposes of improving the appraisee”.
- “When the appraisee's performance is not as expected, he/she should be immediately informed about it and he/she should be given the opportunity to improve. The appraisers should justify in a report (with evidence) the reasons which led to the particular rating (when the rating is lower than the highest possible rating)”.
- “The participation of both parties (the appraisal team and the appraisee) should be active; there should be dialogue before the final appraisal is drafted”.
- “The appraisers never appraise as they should. They never replied to my letter with which I was asking them to discuss with me my appraisal”.
- “My appraisal is conducted because it is required by law and not because of the targets that the appraisal is or should be aiming at”.
- “What happens in the cases of repeatedly low appraisal ratings (low performance)? What will the corrective/improvement steps be if the guidance, coaching and training do not enable the appraisee to meet the expected level of performance? Is the subordinate made redundant, do you ignore him/her, do you persist in improving him/her, do you change your approach? What happens if a low performer does not want to improve and he/she has the contacts/power so as to continue performing like this? What happens to the rest of the employees who have to put up with such an attitude?”.

#### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that the appraisers should provide the appraisees with proper feedback on their performance (progress monitoring, action plans, communication, coaching, appraisal interviews and an honest and trustful relationship are also included in feedback) i.e. the provision of proper feedback on performance was extremely significant (4/25=16%), very significant (20/25=80%, 9/10=90%) or significant (1/25=4%, 1/10=10%). A few interviewees mentioned that the provision of proper feedback on performance was not so significant in the case of certain employees who were not interested in performance improvement and whose



performance remained unaffected (see interviewees' comments below for more details).

Many of the interviewees (appraiser interviews: 11/25=44%, preliminary interviews: 7/10=70%) believed that the appraisers did not provide the appraisees with proper feedback on their performance (incl. the cases when feedback was taking place to a certain or small extent i.e. not systematically but rarely, circumstantially or coincidentally and when something went wrong, not officially, only with one appraiser) i.e. the current PAS was very ineffective or ineffective. Many of the interviewees (appraiser interviews: 14/25=56%, preliminary interviews: 3/10=30%) believed that the appraisers provided the appraisees with proper feedback on their performance i.e. the current PAS was very effective or effective. The interviewees' answers on feedback also covered the following: progress monitoring, action plans, communication, coaching and an honest and trustful relationship. The interviewees were not asked to give an opinion on whether the appraisers actually carried out effective appraisal interviews with the appraisees because under the current PAS appraisal interviews were not officially conducted (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was very ineffective (or just ineffective so as to cover the possibility of informal ad hoc discussions before the appraisal). If the interviewees were asked to give an opinion they would all (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) have answered that the appraisers did not carry out effective appraisal interviews with the appraisees. Some interviewees (appraiser interviews: 5/25=20%, preliminary interviews: 4/10=40%) believed that the current situation (feedback not taking place) reduced their performance and some interviewees (appraiser interviews: 7/25=28%, preliminary interviews: 3/10=30%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if feedback was taking place or taking place to a greater extent. A few interviewees mentioned that this was not applicable in the case of certain employees who were not interested in performance improvement i.e. if feedback was provided to these employees their performance would not increase and if feedback was not provided to them their performance would not decrease (see interviewees' comments below for more details). Many interviewees (appraiser interviews: 13/25=52%; preliminary interviews: 3/10=30%) believed that the current situation (feedback taking place) increased their performance.

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to feedback (progress monitoring, action plans, communication, coaching, appraisal interviews and an honest and trustful relationship are also included in feedback):

-Feedback is provided but only to certain extent because of work overload and lack of time. In addition, the appraisers avoid providing feedback to the appraisees who do not want feedback i.e. they do not cooperate, they are difficult and defensive (they take everything personally and they think that the appraisers want to blame and punish them) and they are not interested in performance improvement. The appraisers provide feedback to the appraisees who want feedback and are interested in performance improvement (the appraisers are usually demanding and have high expectations from these appraisees). The appraisees who are not interested in feedback and performance improvement behave in this way because the current situation encourages such an attitude e.g. disorganisation, lack of planning, ineffective

PAS. They take advantage of the situation for purposes of self-interest i.e. they avoid feedback so as to hide their weaknesses and avoid the work and the corresponding responsibilities. The attitude of feedback avoidance is not only convenient for these appraisees but also for the appraisers because feedback is not a requirement of the current PAS and there are no consequences when there is lack of feedback i.e. the appraisers are not penalised when they do not provide feedback and the appraisees are not penalised when they avoid feedback or when their performance deteriorates. The appraisers have attempted in the past to provide feedback to the appraisees who are not interested in feedback and performance improvement but their efforts were unsuccessful for the reasons which have been explained above. The appraisers believe that feedback should be provided at all times because it is important for purposes of performance improvement and they would spend time in providing feedback to the above appraisees provided there were consequences for those who avoid feedback and whose performance is not satisfactory (e.g. instead of being rated as “excellent” to be rated according to their true performance).

-Official feedback is not a requirement of the current PAS but it should become part of the current PAS (e.g. the appraiser will have to conduct a number of interviews with the appraisee for discussing the appraisee’s strengths, weaknesses etc.) so that the appraisers become more confident and provide feedback to all employees irrespective of how difficult they are. Difficult employees are not usually provided with feedback not only because feedback is not part of the official PAS (the appraisers are not penalised when they do not provide feedback) but also because of the appraisers’ insecurity and lack of confidence (avoiding interpersonal difficulties). The appraisers should provide feedback to difficult employees e.g. to talk to them openly about their weaknesses and mistakes (as soon as they take place) and explain to them without any fear that they have to assume responsibility for their actions, correct their performance problems and stop blaming others for their mistakes.

-Feedback is not provided on a systematic and official basis. The non-systematic and unofficial feedback is convenient and everybody is used to it. The current situation encourages such an attitude because the systematic and official feedback is not a requirement of the current PAS. In addition, the systematic and official feedback is not considered as necessary for purposes of performance improvement since almost everybody is rated as “excellent” (there is no need for improvement since according to the ratings everybody performs well). However, everybody knows that the “excellent” ratings do not reflect the true performance and even if the ratings were reflecting the true performance there is always room for improvement. Feedback would be provided on a systematic and official basis and performance would improve if feedback was a requirement of the current PAS.

-Even though sometimes it is difficult to tell the appraisees that they are doing something wrong especially when they do it repeatedly, feedback is provided at all times because it improves performance.

-Feedback is provided because it makes everybody’s life easier. The provision of feedback is considered as a personal strength of those who provide it and it should be taken into account during their assessment.

-Everybody is provided with feedback (close professional contact with all of the appraisees) so that nobody is disadvantaged (fairness).

-The relationship between the appraisers and appraisees is not a master-servant relationship but a relationship which is characterised by care, trust and respect (being trusted and respected is considered by some people as a tremendous reward which gives them strength to carry on). The relationship is based on the open door policy (a

humane management approach) i.e. the appraisees feel comfortable and free to talk openly and explicitly about anything and they are honest about their work problems (they are prepared to solve them instead of exaggerating about them and finding excuses to avoid them).

-The appraisers should change their management approach for purposes of enhancing employees' commitment through the introduction of management techniques which influence positively the psychological state of the employees e.g. the open door policy and the WABM ("walking about management").

-The working environment will become healthier, the standards will be raised and performance will improve if the employees understand and support each other.

-Feedback is provided so as to clarify the misunderstanding and confusion that are caused by the lack of official, clear and specific goals, roles and responsibilities. Even if the goals, roles and responsibilities were official, clear and specific, feedback would still be necessary and provided for purposes of progress monitoring.

-Even though the provision of feedback on a real time basis is time consuming and difficult (e.g. switching constantly from one subject to the next), it is necessary for purposes of higher performance.

-The following are some of the advantages of effective feedback: the appraisees become conscientious and committed and they take initiative and improve their performance because they appreciate honest, specific and accurate feedback (they are frustrated when feedback is vague), healthy relationship between the appraisers and appraisees (minimising conflict and maximising team work, cooperation, trust, reliability and support), the appraisees respond positively to the appraisers' guidance, training and coaching, the appraisees feel good and important when the appraisers pay attention to them and talk to them frequently and openly (even when weaknesses are discussed), the appraisees know where they stand as they verify with the appraisers their understanding about their performance.

-Even though effective feedback is time consuming (two-way and continuous communication), the time that is invested in feedback saves time in other areas (e.g. it takes less time to complete an assignment).

-The appraisers should be open, accessible, transparent, unbiased, fair and objective and they should not act on the basis of surprises or secret agendas.

-The results of the appraisals should be used for purposes of performance i.e. specific feedback on how to eliminate weaknesses, enhance strengths, meet expectations and achieve goals (e.g. specific tasks and goals, training for consistency of performance standards, utilisation of potential). When the employees are not provided with feedback they stop caring about their performance.

-The appraisers should prepare well before they conduct the appraisees' assessments. They should also have an interview with each appraisee. The interview should cover the following: expectations and goals, strengths and weaknesses, performance problems and assessment ratings. The interview gives the opportunity to both the appraisers and the appraisees to express their opinion and make their complaints. In addition, the appraisees are motivated and their morale is boosted when the appraisers appreciate their strengths and work with them so as to eliminate their weaknesses.

-The appraisal interview should be part of the official PAS. The assessment form should be completed during the interview and the results of the interview should be documented for purposes of follow-up. The interview gives the opportunity to the appraisers and appraisees to get to know each other better, to discuss the appraisees' strengths, weaknesses, problems and potential and to agree on a specific action plan. Such an approach motivates the appraisees to improve their performance and

enhances their job satisfaction; in addition, the assessment ratings become more credible and objective.

-The content of the assessment form should be amended and become clearer so that the appraisers and appraisees understand what exactly is assessed. The opinion of the appraisers and appraisees in relation to the amendments could be obtained before the finalisation of the amendments. The assessment form should be amended whenever it is necessary but the amendments should not be very frequent for purposes of continuity and consistency.

-The appraisals could be conducted on a more frequent basis e.g. the assessment form could be completed twice a year (the additional administration cost is covered by the appraisees' improved performance).

-The current delays in relation to the completion of the assessment form and the appointment of the appraisal teams should be eliminated as the delays affect the probation, promotions, ratings (e.g. recency bias) and performance (problems are not corrected) of the appraisees. There are delays because the appraisals are not taken seriously and they are conducted superficially.

-The assessment form is completed only for formality purposes (compliance with the regulations of the current PAS). The completion of the assessment form is a simple, static, inflexible, fast, meaningless and superficial ticking-box exercise which does not include any comments (by the appraisers or the appraisees) on performance improvement (nobody cares about performance).

#### Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

##### Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	✓	✓
Current Situation (existence: ✓/lack: ✗)	Many Interviewees: ✗ Many Interviewees: ✓	Many Respondents: ✗ Some Respondents: ✓
Performance	Most Interviewees: Not Enhanced Many Interviewees: Enhanced	Most Respondents: Not Enhanced Some Respondents: Enhanced
<p>Overall Consistency            (the current situation inconsistency is not material and it could possibly be justified by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible; in addition, the inconsistency could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. certain appraisees may exaggerate about the extent of feedback they do not receive {blaming the appraisers} so as to justify their low levels of performance; however, it could be argued that certain appraisers may exaggerate about the extent of feedback they provide so as to appear as effective appraisers)            (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)</p>		

Both the questionnaire respondents and the interviewees believed that the appraisers should provide the appraisees with proper feedback on their performance (progress monitoring, action plans, communication, coaching, appraisal interviews and an honest and trustful relationship are also included in feedback).

Many interviewees and many respondents believed that the appraisers did not provide the appraisees with proper feedback on their performance. In the case of the interviews, many interviewees believed that the appraisers provided the appraisees with proper feedback on their performance whereas in the case of the questionnaire, only some respondents believed that. The inconsistency between the findings of the questionnaire and the findings of the interviews is not material but it could possibly be explained by some respondents who believed that the appraisers provided the appraisees with proper feedback on their performance and might have not read carefully the statements (inc. the brief explanations) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 1 or 2-“agree” they circled number 5, 4 or 3-“disagree” or “neutral/don’t know”). However, the inconsistency could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. certain appraisers may exaggerate about the extent of feedback they provide so as to appear as effective appraisers whereas the appraisees have no reason to exaggerate about the extent of feedback they receive since they believe that they are not responsible for any lack of feedback. However, it could be argued that certain appraisees may exaggerate about the extent of feedback they do not receive (blaming the appraisers) so as to justify their low levels of performance.

The performance of most of the interviewees (55%=19/35) and most of the respondents (54%-average=54%+56%+49%+44%+47%+95%+32%/7) was not enhanced (performance which decreased and performance which stayed the same). In the case of the interviews, the performance of many of the interviewees (45%=16/35) was enhanced whereas in the case of the questionnaire, the performance of only some of the respondents (32%-average=29%+24%+33%+44%+39%+2%+52%/7) was enhanced. An inconsistency is still observed even when it is assumed that the respondents’ performance did not increase or decrease but it stayed the same i.e. the performance of 55% of the interviewees and 86% (54% + 32%) of the respondents was not enhanced and the performance of 45% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the current situation (effectiveness) inconsistency which is explained above as well as the non-response and neutral/don’t know cases for the questionnaire (the effect on performance for these cases was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):  
-Almost all participants believed that the appraisers should provide the appraisees with proper feedback on their performance (progress monitoring, action plans, communication, coaching, appraisal interviews and an honest and trustful relationship are also included in feedback). One participant believed that the appraisers should not provide the appraisees with proper feedback on their performance, one participant believed that the appraisees and the appraisers should not agree on specific action

plans so as to improve performance levels and two participants believed that the appraisers should not carry out effective appraisal interviews with the appraisees.

-Most participants believed that the appraisers did not provide the appraisees with proper feedback on their performance (progress monitoring, action plans, communication, coaching and an honest and trustful relationship are also included in feedback). Some participants believed that the appraisers provided the appraisees with proper feedback on their performance. The appraisers did not carry out effective appraisal interviews with the appraisees (appraisal interviews were not officially conducted under the current PAS).

-Some participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	✓
Current Situation (existence: ✓/lack: ✗)	Most Participants: ✗ Some Participants: ✓
Performance	Most Participants: Not Enhanced Some Participants: Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the current situation (according to the findings in chapter 4, the factor of feedback was not present except in the case of certain organisations in the private sector in Cyprus {e.g. formal feedback: conducting the assessment during a meeting with the appraisee, informal feedback throughout the year: coaching}) (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

-some participants believed that the appraisers provided the appraisees with proper feedback on their performance (this finding is not part of the findings in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
<p>Significance of the Proper Feedback on Performance (proper feedback: constructive, effective, frequent, objective, specific, accurate, honest, timely, balanced, supported with evidence and followed-up) (feedback: progress monitoring, action plans, communication, coaching, appraisal interviews, honest and trustful relationship)</p>	✓	✓	<p>✓ Significance of the Formal and Informal Feedback Mechanisms (informal feedback mechanism {on a continuous basis}: communication, coaching and monitoring of performance) (formal feedback mechanism {once or twice a year}: assessments for purposes of performance and development, appraisal interview and agreed action plan for the future)</p>
<p>Appraisal Interview (the appraisers and the appraisees are provided with the opportunity to express their opinion, make their complaints and have an honest dialogue {without surprises or secret agendas} about the appraisees' assessments, performance, goals, problems, potential, development, strengths and weaknesses) (the appraisal interview must conclude with an action plan which</p>	✓	✓	<p>✓ Appraisal Interview (the assessment results of the performance and development methods must be considered and discussed during the appraisal interview for purposes of drafting an agreed action plan in relation to the appraisees' performance improvement and further development) (the completion of the assessment form is not a meaningless and superficial ticking-box exercise {compliance with regulations} but an interesting, participative and constructive exercise)</p>

should be followed-up)			
Current Situation: Lack of Feedback & Reduction in Performance (lack of time/ resources, the feedback is not part of the current PAS e.g. appraisal interviews are not officially conducted under the current PAS)	✓	✓	✓ Current Situation: Lack of Feedback & Time/Resources (change of the current situation: cultural change and improvement of performance through the introduction of feedback) (change of the current situation: recovery of extra time/resources/cost through the improvement of performance)
Provision of Feedback to All the Employees (it is necessary to provide feedback even to the low performers who are difficult, defensive, non-cooperative and not interested in performance improvement; a difficult but not an impossible task)	✓		✓ Applicability of the Formal and Informal Feedback Mechanisms to All the Employees (the low performers who are difficult, defensive, non-cooperative and not interested in performance improvement are forced to change their attitude and improve their performance not only because they cannot use the excuse of lack of feedback but also because there are consequences i.e. their assessments will reflect their true performance and their rewards will be based on their true performance)
✓ The above are also consistent with the Literature in chapter 3 e.g. Milkovich et al (1991), Bacal (2007), Roberts (2003), Gillen (2007), Wilks (2008), D'Netto (2004), APSC (2000), Allen (2003), Nykodym (1996), Lee (2006), Falcone and Sachs (2007), Furtwengler (2000), Schweiger (1994), Imperato (1998), Heskett (2006), ACAS (2008), McIntosh (2001), CMI (2006), ICAEW (2007), Kelly et al (2008), CIPD (2007)			
Overall Consistency			

According to the preceding analysis, the participants consider the proper feedback on performance as a significant factor and when the factor is not present their



performance is not enhanced (and vice versa). The proper feedback on performance is feedback which is constructive, effective, frequent, objective, specific, accurate, honest, timely, balanced, supported with evidence and followed-up and it includes the following: regular progress monitoring, agreement on specific action plans, continuous communication, coaching (e.g. drawing attention to problems as soon as they take place), effective appraisal interviews and a relationship characterised by openness, honesty, trust, respect and cooperation (and not by criticism or conflict). According to the participants, the lack of the factor of feedback at CTO and the consequent reduction in performance are caused not only because feedback is not officially part of the current PAS but also because of lack of time and other resources (inc. money, human resources, training and skills, personnel department etc.) which are necessary for the practical application of the factor of feedback. The participants believe that the appraisal interview must conclude with an action plan which should be followed-up. According to the participants, the appraisal interview provides the appraisers and the appraisees with the opportunity to express their opinion, make their complaints and have an honest dialogue (without surprises or secret agendas) about the appraisees' assessments, performance, goals, problems, potential, development, strengths and weaknesses. The participants believe that it is necessary to provide feedback even to the low performers who are difficult, defensive, non-cooperative and not interested in performance improvement (a difficult but not an impossible task).

I also consider the proper feedback on performance as a significant factor and I agree with the participants' views. The introduction of feedback at CTO will change the culture (cultural change through the change of the PAS) and will lead to performance improvement in the long term so as to recover the extra time, resources and cost that are required for the introduction of feedback. The feedback should consist of a formal feedback mechanism and an informal feedback mechanism. The informal feedback mechanism (on a continuous basis) should consist of the following: communication, coaching and monitoring of performance. The formal feedback mechanism (once or twice a year) should consist of the following: assessments for purposes of performance and development (see assessment methods sub-theme), appraisal interview and agreed action plan for the future. The assessment results of the performance and development methods must be considered and discussed during the appraisal interview for purposes of drafting an agreed action plan in relation to the appraisees' performance improvement and further development. The completion of the assessment form will stop being a meaningless and superficial ticking-box exercise (compliance with regulations) and it will become an interesting, participative and constructive exercise i.e. the appraisal interview will provide the appraisers and the appraisees with the opportunity to express their opinion, make their complaints and have an honest dialogue about the appraisees' assessments, performance, goals, problems, potential, development, strengths and weaknesses. The formal and informal feedback mechanisms must be applicable to all employees including the low performers who are difficult, defensive, non-cooperative and not interested in performance improvement. These employees will be forced to change their attitude and improve their performance not only because they will not be able to use the excuse of lack of feedback anymore but also because there will be consequences (see assessment methods sub-theme: their assessments will reflect their true performance, their rewards will be based on their true performance).

The significance of proper feedback on performance has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. formal feedback: conducting the annual assessment during an interview with the appraisee, agreed action plan, informal feedback on a continuous basis: communication, teamwork, guidance, coaching, monitoring, coordination). In addition, the feedback on performance is part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4 - e.g. formal feedback: the assessment is conducted during a meeting with the appraisee, informal feedback: during an interim performance review meeting and throughout the year, coaching).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): Milkovich et al (1991) indicate that the employees are motivated to enhance performance and achieve organisational goals when there is feedback, communication, trust and support. Bacal (2007) indicates that performance, motivation and morale are enhanced through bidirectional feedback. The appraiser and the appraisee work as a team, they communicate continuously and they clarify expectations (a people process leading to success: systems thinking-total quality management). Roberts (2003) indicates the significance of trust, cooperation, communication and coaching. Gillen (2007) indicates that performance is enhanced through the following: interaction quality, development of knowledge, skills, attitudes and relationships, monitoring, coaching, learning, development of employees to their full potential, connection of motivation and behaviour to organisational results. Wilks (2008) indicates the significance of the following: monitoring, coaching, support, direction, focus, escalation of under performance, optimal deployment of employee strengths, development plan. D'Netto (2004) indicates that through effective feedback information is shared, problems are acknowledged and addressed and learning is maximised. The effective feedback is specific, objective, timely, clear, evidenced and balanced. According to APSC (2000), feedback is the provision of information, advice and assistance so as to achieve organisational objectives. Allen (2003) indicates that the managers should be helping the employees to do their best. Nykodym (1996) indicates that performance appraisals (formal and informal) are a communication and feedback tool for goal setting and performance planning. Lee (2006) indicates that through immediate and ongoing feedback the following are made possible: information exchange on work status, the appraiser and the appraisee agree performance standards and are synchronised, motivation, support, direction, correction, regulation of efforts and outcomes, effective management. According to Falcone and Sachs (2007), performance appraisals and ongoing feedback are motivating and lead to effectiveness and performance excellence. Furtwengler (2000) indicates that the balanced and encouraging feedback (inc. constructive critique) leads to the maximisation of strengths, the minimisation of weaknesses and the achievement of goals. Schweiger (1994) indicates that performance is enhanced through coaching and continuous informal feedback. Imperato (1998) indicates the significance of timely feedback and helpful informal conversations. Heskett (2006) indicates that feedback should be continuous so that the appraisal is conducted without any surprises. According to ACAS (2008), the frequency of feedback depends on the situation but it should be regular so that the employees are aware of their strengths and weaknesses and they are not taken by surprise during the formal appraisal. Allen (2003) indicates the significance of the formal feedback as well as the continuous

informal feedback. McIntosh (2001) indicates that the feedback should be frequent and balanced. According to Bacal (2007), the annual appraisal is not enough. According to CMI (2006), the interviews should be conducted as often as necessary. According to ICAEW (2007), an interview should be conducted and an action plan should be agreed. According to ACAS (2008), the interviews should be well planned and organised and they should be conducted in an informal atmosphere with comfortable seating arrangements and without interruptions. The discussion during the interviews should cover the following: strengths, weaknesses, self-assessment, obstacles, targets, training, development, agreed action (and followed-up at a later stage). Kelly et al (2008) indicate that the interviews should be used as a developmental strategy and not as a punishment tool. The communication during the interviews should be open and honest (inc. active listening) and it should focus on the following: goal accomplishment, performance, skills, knowledge, strengths, weaknesses, self-appraisal, agreed plan. D'Netto (2004) indicates that the right way to conduct interviews is whatever works best. However, the interviews become constructive when the following principles are adopted: preparation, sufficient time, without surprises, dialogue for expressing feelings and exchanging views, agreed action plan. Bacal (2007) indicates that the interviews should be conducted without any surprises. According to CIPD (2007), the right way to conduct interviews depends on the situation. However, the interviews become effective when the following guidelines are followed: preparation, active involvement through self-assessment, active listening, dialogue for an honest exchange of views on performance and objectives, agreed action plan for development and improvement.

#### 7.2.2.2 - Composition of the Appraisal Teams and Supervision/Appraisal Status

##### Information provided by the respondents (questionnaire)

Almost all of the questionnaire respondents (1=57/93=61%, 2=32/93=35%; 1&2=96%) believed that the composition of the appraisal teams should be suitable i.e. the suitability of the appraisal teams was very significant or significant. A few respondents (4/93=4%) were neutral or did not know whether the composition of the appraisal teams should be suitable.

Some of the questionnaire respondents (1=7/93or7/91=8%, 2=30/93or30/91=32%or33%; 1&2=40%or41%) believed that the composition of the appraisal teams was suitable i.e. the current PAS was very effective or effective. Some of the respondents (4=25/93or25/91=27%, 5=11/93or11/91=12%; 4&5=39%) believed that the composition of the appraisal teams was unsuitable i.e. the current PAS was ineffective or very ineffective. Some of the respondents (18/93or18/91=19%or20%) were neutral or did not know whether the composition of the appraisal teams was suitable.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 38% (35/93) of the respondents was enhanced or stayed the same and the performance of 39% (36/93) of the respondents was reduced or stayed the same. The effect on performance of 23% (22/93) of the respondents was uncertain.

##### Respondents' comments

The following comments were made by seven questionnaire respondents in relation to the composition of the appraisal teams and the supervision/appraisal status:

- “During the appraisal, the rating of each appraiser could be shown separately but the rating of the immediate superior should carry a greater weight”.
- “I am appraised by people that supervise me but not by all of them”.
- “Some members of the appraisal team do not have any knowledge about my job”.
- “It is unacceptable and paradoxical to be assessed by people who do not supervise you”.
- “The appraisal team should consist of persons who have a direct and substantive knowledge about the appraisee’s work so as to be in a position to appraise that work; something which is not happening at CTO and which, according to my opinion, is totally irrational since it is impossible for an appraiser who has no knowledge about the appraisee’s work to have an opinion about the appraisee’s assessment”.
- “The persons who officially supervise me and the persons who appraise me (some appraisers are officially supervising me and some are not) have no practical contact with my work and neither the knowledge; therefore, my appraisal is not objective”.
- “I should be supervising other people, due to my position, but I have not been delegated with such a responsibility”.

#### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that the composition of the appraisal teams should be suitable i.e. the suitability of the appraisal teams was extremely significant (2/25=8%, 1/10=10%), very significant (22/25=88%, 7/10=70%) or significant (1/25=4%, 2/10=20%).

Almost all of the interviewees (appraiser interviews: 22/25=88%, preliminary interviews: 9/10=90%) believed that the composition of the appraisal teams was unsuitable i.e. the current PAS was ineffective or very ineffective. A few interviewees (appraiser interviews: 3/25=12%, preliminary interviews: 1/10=10%) believed that the composition of the appraisal teams was suitable i.e. the current PAS was very effective or effective.

Many interviewees (appraiser interviews: 13/25=52%, preliminary interviews: 5/10=50%) believed that the current situation (unsuitable appraisal teams) reduced their performance and some interviewees (appraiser interviews: 9/25=36%, preliminary interviews: 4/10=40%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if the appraisal teams were suitable. A few interviewees (appraiser interviews: 3/25=12%, preliminary interviews: 1/10=10%) believed that the current situation (suitable appraisal teams) increased their performance.

#### Summary of the interviewees’ comments

The following were also mentioned by the interviewees in relation to the composition of the appraisal teams and the supervision/appraisal status:

- The appraisers must know the appraisees and their jobs i.e. the superiors who have a working relationship (delegation and monitoring) with the appraisee. The immediate superior of the appraisee should definitely participate in the appraisal team because he/she is in a position to know how the appraisees are actually performing (contact, supervision, feedback). As long as the appraisers know the appraisees and their jobs, the number of appraisers is irrelevant.

- The appraisal team should consist of the immediate superior of the appraisee and another superior so as to minimise bias (e.g. the immediate superior may be biased due to interpersonal difficulties with the appraisee).
- The ratings of each appraiser should carry a certain weight according to their significance e.g. the ratings of the immediate superior of the appraisee should carry the greatest weight.
- The appraisal team should consist of at least two appraisers so as to minimise bias.
- The number and capacity of the appraisers to vary according to the situation or the appraisee's position e.g. the appraisees on high scale positions can be assessed only by very few appraisers as the positions on the highest levels of the hierarchy are few, e.g. the head of the department to participate in the appraisal team when nobody acts in the capacity of the superior of the immediate superior of the appraisee or when the head of the department happens to be also the superior of the immediate superior of the appraisee.
- The superior(s) of the immediate superior of the appraisee should participate in the appraisal team (he/she has a closer working contact with the appraisee than the head of the section or department).
- The appraisee's superiors (in the appraisee's department) should participate in the appraisal team.
- The head of the section should assess all the employees of his/her section and the head of the department should assess all the employees of his/her department (even those who temporarily serve in another department). The head of the section and the head of the department are supposed to be fair and they are expected to bring about departmental and organisational consistency of ratings (fairness during promotion competition).
- The appraisee's position to determine the Director General's participation in the appraisal team e.g. the Director General to assess the appraisees on high scale positions, e.g. the Director General to assess the appraisees who can serve in different departments by virtue of their position title (e.g. a tourist officer).
- The Director General should participate in the appraisal team when the appraisees can serve in different departments by virtue of their position title (e.g. a tourist officer). The Director General is in a position to bring about consistency and fairness of ratings among appraisers so that during promotions all the appraisees with the same position title (irrespective of the department in which they serve) can compete on equal terms. An example of inconsistency of ratings which is caused by the bias of appraisers is the following: the ratings of the tourist officers in department A are high because the appraisers are lenient whereas the ratings of the tourist officers in department B are low because the appraisers are strict; even though the tourist officers in both departments perform in the same way, the ratings of the latter are lower than the former so that the latter have less chances of being promoted.
- The appraisal team should conduct an appraisal interview with the appraisee for purposes of enhanced performance, job satisfaction and morale of the appraisees (caring for the appraisees' well being and not using them for purposes of self-interest). The appraisal team should consist of the immediate superior of the appraisee (trained to conduct appraisals), the Director General (trained to conduct appraisals) and two independent persons (trained to conduct appraisals). The independent persons will have no direct working contact with appraisees but they will obtain information about the appraisees during the interview. They will be assessing all the employees and they will have the casting vote. They will be CTO employees (any department or position) who will be voted by the rest of the CTO employees for a fixed term. Their integrity,

ethics, professionalism and honesty will maximise the fairness and minimise the bias of ratings. However, the above suggestion may be difficult to implement due to the political interventions and current culture.

-The current appraisal teams should be replaced by assessment centres i.e. the appraisers will conduct a targeted assessment for each employee and they will be supported by trained, specialised and independent persons. The assessment will cover the following: skills, personality, knowledge, potential, duties, goals, training and action plan. There will be one system for performance and one for promotion (two linked systems) and the assessment centres will fall under the system of performance.

-Other departments could assess or express an opinion about the appraisee provided the appraisee has a working contact with them.

-The peers could express an opinion about the appraisee provided the appraisee has a working relationship with them. The opinion of the peers will not be used for assessment purposes but only for developmental purposes.

-The 360 degree feedback to be used only for developmental purposes and not for assessment or promotion purposes because it can lead to distortion of ratings during promotion competition (revenge, hostility, collusion).

-The appraisal team should take into account the comments of the 360 degree feedback respondents. This is important because some appraisees (for purposes of obtaining favourable ratings) behave or perform in a certain way (nice, cooperative, taking initiative etc.) when they work with their appraisers and in exactly the opposite way when they work with their subordinates or peers.

-The appraisers could be a combination of the current appraisal team (superiors) and the 360 degree feedback respondents. The ratings of the appraisal team and the 360 degree feedback respondents could carry the same weight or the ratings of the former could carry a greater weight than the ratings of the latter so as to minimise possible collusion, bias and abuse e.g. the superiors pressurising and threatening the subordinates so as to rate them favourably.

-The 360 degree feedback to be used for assessment purposes and not just for developmental purposes or for the appraisers' consideration during assessments. The 360 degree feedback is an all round assessment which improves interpersonal relationships. The 360 degree feedback should be implemented provided a new and improved PAS is introduced. The 360 degree feedback is possibly more suitable and useful for employees on high scale positions. The business associates could also be part of the 360 degree feedback respondents. The 360 degree feedback respondents should know the appraisees and their jobs (e.g. immediate superior, immediate subordinates and peers).

-The 360 degree feedback could be introduced provided confidentiality is safeguarded especially when the subordinates assess the superiors (not disclosing the subordinates' names). Therefore, the subordinates will be protected from possible hostile or revengeful action taken by the superiors. In addition, possible collusion between the subordinates and superiors will be avoided. The appraisee's final assessment should be the average of the assessments of all the 360 degree feedback respondents.

-There should not be more than one appraiser for each level of 360 degree feedback respondents for purposes of efficiency.

-The 360 degree feedback respondents could be the following: the immediate superior of the appraisee, the superior of the immediate superior of the appraisee, an immediate subordinate of the appraisee and a peer.

-The ratings of each 360 degree feedback respondent should carry a certain weight according to their significance.

- The level of the 360 degree feedback superiors could consist of the following: the immediate superior of the appraisee, the superior of the immediate superior of the appraisee and the head of the department.
- The appraisal teams are appointed with a considerable delay.
- The current PAS would improve to a great extent if the appraisal teams were suitable.
- The appraisal teams are unsuitable because of the following: the immediate superior of the appraisee does not always participate, all or some of the appraisers do not know the appraisees and their jobs to the extent that they should (no working contact) so that the assessments are not objective (despite the regulations which imply that the appraisers should know the appraisees and their jobs), the appraisers have no working contact with the appraisees on low scale positions, the current appraisal teams are different from the preferred appraisal team (e.g. 360 degree feedback, assessment centres, etc.), the Director General does not participate, the appraisers do not have any personnel management or appraisal knowledge, the appraisers do not have the technical expertise (not knowing the job) so that they cannot assess the quality of the appraisees' work (unless there was more feedback on the appraisees' work e.g. from the 360 degree feedback respondents).
- The immediate superior of the appraisees does not assess the appraisees. If the immediate superior of the appraisees assessed the appraisees, the former would have the chance to help the latter improve their performance even more. The immediate superior tries to help the appraisees in the performance of their tasks but the appraisees are not performing to the maximum because they know that their performance does not affect their assessment (the immediate superior of the appraisees who is aware of their performance does not participate in their appraisal). The appraisees are currently appraised by the head of the section even though the latter is not aware of the appraisees' performance. Therefore, the ratings may not reflect the appraisees' true performance. The immediate superior of the appraisees is also appraised by the head of the section but in this case the head of the section is aware of the performance of the immediate superior. Even though the appraisees and their immediate superior have to carry out the work, only the immediate superior is responsible for the work and is actually assessed on it. The appraisees should also be assessed on the work and they should be responsible for it so that they have more interest in the work and their immediate superior is relieved from the unnecessary work overload (the immediate superior corrects the performance problems of the appraisees because he/she is responsible for them and is also assessed on them).
- The ratings are not objective or representative of the reality (not reflecting true performance) and they could be challenged by the appraisees whenever the appraisees are assessed by the wrong appraisers i.e. the appraisers who do not know the appraisees and their jobs are not in a position to express an opinion on their performance. The "excellent" ratings and the absence of suggestions for improvement by the wrong appraisers make the appraisees conclude that they can take it easy (public sector syndrome) since nobody cares about performance. Unfair or "excellent" ratings (caused by the unsuitable assessment method, interpersonal relationships, convenience, etc.) demotivate high performers (especially during promotions) since they are rated the same as low performers.
- The appraisers' assessment is influenced by party politics for purposes of promotion. As long as the appraisers' assessment is affected in this manner, the composition of the appraisal teams is irrelevant.
- The appraisal teams are suitable because of the following: the appraisers have working contact with the appraisees on high scale positions, the current appraisal

teams are the same as the preferred appraisal team (e.g. the immediate superior of the appraisee is participating, etc.), in some cases the appraisers (one or all of the members of the appraisal team) know the appraisees and their jobs so that the assessments are objective since they are based on reality and reflect true performance (fair and meritocratic ratings and recognition of effort motivate performance improvement and enhance job satisfaction).

#### Information provided by the interviewees (interviews)

The following are the preferences of the interviewees (appraiser interviews and preliminary interviews: 25+10=35) in relation to each type of appraiser as well as each type of appraisal team:

#### Types of appraiser (12 different types)

- immediate superior: 16/35=46%
- 360 degree feedback: 15/35=43% (if all the interviewees specified the composition of the 360 team then each 360 team member/appraiser would be listed separately in the same way as the rest of the appraisers; therefore, both the number of the types of appraiser and the number of some of the rest of the appraisers would increase accordingly)
- superior(s) of the immediate superior: 8/35=23%
- head of the department: 6/35=17%
- head of the section: 4/35=11%
- director general: 4/35=11%
- appraisers who know the appraisee and his/her jobs: 2/35=6%
- superior who knows the appraisee and his/her jobs: 1/35=3%
- superior who has a working relationship with the appraisee: 1/35=3%
- appraisers who have personnel management and performance appraisals knowledge: 1/35=3%
- peer: 1/35=3%
- independent persons: 1/35=3%.

The appraisers of the alternative types of appraisal team suggested by a few interviewees (see below) were not taken into account as they did not represent the main preference of those interviewees.

#### Types of appraisal team (16 different types)

- 360 degree feedback: 15/35=43% (according to some interviewees who specified the composition of the 360 team: a)one appraiser from each level of appraisers, b)immediate superior/superior of the immediate superior/an immediate subordinate/a peer, c)subordinates/peers/superiors: immediate superior, superior of the immediate superior, head of the department, d)subordinates/peers: 50% + superiors: 50%: immediate superior, 2 superiors in the same department, e)subordinates/peers: 30% + superiors: 70%: immediate superior, head of the department, f)the 360 team should include the director general, g)the 360 team should include business associates)
- immediate superior/2 superiors of the immediate superior: 2/35=6% (according to one of the interviewees: the 2 superiors should be serving in the same department as the appraisee and the appraisal team should be supported by independent persons)
- immediate superior/superior of the immediate superior: 2/35=6% (according to one of the interviewees: if there is no superior of the immediate superior then the head of the department or section will participate)
- immediate superior/superior of the immediate superior/head of the department or section: 2/35=6% (according to one of the interviewees: applicability of the appraisal team to appraisees on low scale positions)



- immediate superior/head of the section/head of the department:  $2/35=6\%$  (according to one of the interviewees: applicability of the appraisal team to appraisees who cannot serve in different departments)
  - immediate superior/head of the department/director general:  $2/35=6\%$  (according to one of the interviewees: applicability of the appraisal team to appraisees on high scale positions) (according to one of the interviewees: applicability of the appraisal team to appraisees who can serve in different departments)
  - immediate superior/superior of the immediate superior/a peer:  $1/35=3\%$
  - immediate superior/superior of the immediate superior/head of the department:  $1/35=3\%$
  - immediate superior/head of the department or section:  $1/35=3\%$
  - immediate superior/director general/2 independent persons:  $1/35=3\%$
  - immediate superior/director general:  $1/35=3\%$  (according to the interviewee: the appraisal team of “superior of the immediate superior/head of the department” is also acceptable especially for appraisees who cannot serve in different departments) (according to the interviewee: the appraisal team can consider the 360 degree feedback comments)
  - immediate superior/another superior who know the appraisee and his/her jobs:  $1/35=3\%$
  - a superior who has a working relationship with the appraisee:  $1/35=3\%$
  - any number of appraisers provided they know the appraisee and his/her jobs:  $1/35=3\%$
  - 2 or 3 appraisers who know the appraisee and his/her jobs:  $1/35=3\%$
  - 2 to 4 appraisers who have personnel management and performance appraisals knowledge:  $1/35=3\%$  (according to the interviewee: applicability of the 360 degree feedback only for developmental purposes).
- [total: 103% instead of 100% due to rounding].

According to the interviewees, the most popular types of appraiser are the immediate superior and the 360 degree feedback and the most popular type of appraisal team is the 360 degree feedback. The findings on the types of appraiser and appraisal team are consistent with the findings on the assessment methods i.e. the interviewees who prefer the appraiser or appraisal team of the 360 degree feedback also prefer the assessment method of the 360 degree feedback apart from a couple of interviewees who did not select the 360 degree feedback under the types of appraiser and appraisal team but selected it under the assessment methods (e.g. in the latter case the 360 degree feedback was applicable to high scale positions). Therefore, it can be concluded that the above also apply to the questionnaire respondents because the 360 degree feedback is the most popular assessment method for the respondents.

The other popular types of appraiser are the superior(s) of the immediate superior and the head of the department. Each of the rest of the types of appraiser (see above) is preferred by four, two or one interviewee.

Each of the rest of the types of appraisal team (see above) is preferred by two or one interviewee. The rest of the types are very similar in the following ways:

- the appraisal team consists of superiors only apart from a few cases (i.e. a peer also participates, independent persons also participate, appraisers who know the appraisee and his/her jobs, appraisers who have personnel management and performance appraisals knowledge)

-the immediate superior always participates apart from a few cases (i.e. superior who has a working relationship with the appraisee, appraisers who know the appraisee and his/her jobs, appraisers who have personnel management and performance appraisals knowledge; the first two cases may also include the immediate superior because the immediate superior is usually the person who knows the appraisee and his/her jobs and has a working relationship with him/her).

The above types of appraisal team are different in relation to the number of appraisers and/or their capacity (the capacity of the appraisers was based mostly on the appraisees' position title).

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	✓	✓
Current Situation (existence: ✓/lack:✗)	A Few Interviewees: ✓ Almost All Interviewees:✗	Some Respondents: ✓ Some Respondents: ✗
Performance	A Few Interviewees: Enhanced Almost All Interviewees: Not Enhanced	Some Respondents: Enhanced Some Respondents: Not Enhanced
<p>Significance: Consistency, Current Situation: Inconsistency            (the current situation inconsistency is justified by the fact that the interviews and questionnaire were conducted and distributed at different times i.e. at the time of conducting the interviews, the immediate superior did not always participate in the appraisal teams whereas at the time of distributing the questionnaire the immediate superior participated in the appraisal teams most of the times; however, the inconsistency could possibly be justified by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible i.e. they believed that the composition of the appraisal teams was unsuitable but they answered that it was suitable; in addition, the inconsistency could possibly be justified by some respondents who must have mistakenly concluded that the composition of the appraisal teams was suitable instead of unsuitable i.e. it would have made more sense if they answered that the composition of the appraisal teams was unsuitable {only superiors} since one of the preferred assessment methods for some of the respondents was the 360 degree feedback {multiple appraisers and not only superiors}; moreover, it would have made more sense if they answered that the composition of the appraisal teams was unsuitable since some of the respondents were appraised by people who did not supervise them and/or they appraised people they did not supervise {the appraisers were not aware of the true performance of the appraisees due to the lack of supervision or working contact})            (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)</p>		

Both the questionnaire respondents and the interviewees believed that the composition of the appraisal teams should be suitable.

In the case of the interviews, almost all interviewees believed that the composition of the appraisal teams was unsuitable (a few of them believed that it was suitable) whereas in the case of the questionnaire, only some of the respondents believed that the composition of the appraisal teams was unsuitable (some of them believed that it was suitable). The inconsistency between the findings of the questionnaire and the findings of the interviews is justified by the fact that the interviews and questionnaire were conducted and distributed at different times. At the time of conducting the interviews, the immediate superior did not always participate in the appraisal teams (based on the appraisal teams of 2008 which did not always include the immediate superior: see “population under investigation” in chapter 6) whereas at the time of distributing the questionnaire the immediate superior participated in the appraisal teams most of the times (based on the appraisal teams of 2009 and 2010 which included the immediate superior most of the times; the appraisal teams of 2009 and 2010 were appointed after almost all the interviews were conducted but before the questionnaire was distributed: see “population under investigation” in chapter 6). The findings of the questionnaire and the findings of the interviews would most probably have been more consistent with each other if the interviews and questionnaire were conducted and distributed at the same time. In addition, the inconsistency could possibly be justified by some respondents who might have not read carefully the statements (and other related questions) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-“disagree” they circled number 1, 2 or 3-“agree” or “neutral/don’t know”) or they concluded that the composition of the appraisal teams was suitable instead of unsuitable (they would most probably have answered that the composition of the appraisal teams was unsuitable if they spent more time in thinking about their answer) e.g. since one of the preferred assessment methods for some of these respondents was the 360 degree feedback (multiple appraisers and not only superiors) it would have made more sense if they answered that the composition of the appraisal teams (only superiors) was unsuitable, e.g. since some of these respondents were appraised by people who did not supervise them and/or they appraised people they did not supervise it would have made more sense if they answered that the composition of the appraisal teams was unsuitable (the appraisers were not aware of the true performance of the appraisees due to the lack of supervision or working contact).

In the case of the interviews, the performance of almost all of the interviewees (89%=31/35) was not enhanced (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, the performance of only some of the respondents (39%) was not enhanced. In the case of the interviews, the performance of only a few of the interviewees (11%=4/35) was enhanced whereas in the case of the questionnaire, the performance of some of the respondents (38%) was enhanced. An inconsistency is still observed even when it is assumed that the respondents’ performance did not increase or decrease but it stayed the same i.e. the performance of 89% of the interviewees and 77% (39% + 38%) of the respondents was not enhanced and the performance of 11% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the current situation (effectiveness) inconsistency which is explained above as well as the non-response and neutral/don’t know cases for the questionnaire (the effect on performance for these cases was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that the composition of the appraisal teams should be suitable.
- Most participants believed that the composition of the appraisal teams was unsuitable. Some participants believed that the composition of the appraisal teams was suitable.
- Most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then almost all participants' performance was not enhanced and a few participants' performance was enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	✓
Current Situation (existence: ✓/lack: ✗)	Most Participants: ✗ Some Participants: ✓
Performance	Most Participants: Not Enhanced Some Participants: Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus); in the case of certain organisations in the private sector in Cyprus, the suitability of the appraisers was safeguarded	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 (see below for more details).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector	Insider/Practitioner- Researcher Perspective (chapters 4 & 3)
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		Organisations in Cyprus (chapter 4)	
Significance of the Suitable Appraisal Teams	✓	✓	✓
Current Situation: Unsuitable Appraisal Teams & Non-Enhancement of Performance (the unsuitable appraisal teams {not knowing the appraisees and their jobs} is one of the causes of distortion under the current PAS: the assessments do not reflect the true performance as the appraisers are not aware of the true performance)	✓	✓	✓
Selection of the Most Suitable Appraisers (the suitability of the appraisers should be determined by the extent of the working contact between the appraisers and the appraisees i.e. the appraisers should know the appraisees and their jobs) (the immediate superior of the appraisee should always participate in the appraisee's assessment because his/her sufficient working contact with the appraisee makes him/her the most suitable appraiser) (the appraisal team should consist of	✓	✓	✓ Performance Assessments & Selection of the Most Suitable Appraisers (the selection of the most suitable appraisers {number and capacity} must be determined by the tasks and position of each appraisee) (sufficient working contact between the appraisee and the immediate superior of the appraisee: setting and agreement of goals, delegation, supervision, coaching, monitoring and measurement of true performance against the goals)

more than one appraiser so as to minimise the effect of the single appraiser bias that may be present e.g. the immediate superior of the appraisee may be biased because of interpersonal difficulties with the appraisee)			
Performance Assessment of the Director General & Selection of the Most Suitable Appraisers (the assessment should be conducted by the Board of Directors because of their sufficient working contact with the Director General)			✓
Multiple Appraisers through the 360 Degree Feedback Method: 360 Degree Feedback Respondents (the appraisal team should not consist only of superiors but also of subordinates and peers: enhanced objectivity)	✓ Certain Participants: Development Purposes  Certain Participants: Performance Purposes		✓ Development Assessments & Selection of the Most Suitable 360 Degree Feedback Respondents (the selection of the most suitable 360 degree feedback respondents {superiors, subordinates, peers, business associates} should be determined by the tasks and position of each appraisee)
✓ The above are also consistent with the Literature in chapter 3 e.g. Milkovich et al (1991), ACAS (2008), Allen (2003)			
Overall Consistency			

According to the preceding analysis, the participants consider the suitable composition of the appraisal teams as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). According to the participants, the unsuitable composition of the appraisal teams (not knowing the appraisees and their jobs) is one of the causes of distortion under the current PAS (the assessments do not reflect the true performance as the appraisers are not aware of the true performance). The participants believe that the suitability of the appraisers should

be determined by the extent of the working contact between the appraisers and the appraisees i.e. the appraisers should know the appraisees and their jobs. They believe that the immediate superior of the appraisee should always participate in the appraisee's assessment because his/her sufficient working contact with the appraisee makes him/her the most suitable appraiser. Some participants believe that the appraisal team should consist of more than one appraiser so as to minimise the effect of the single appraiser bias that may be present (e.g. the immediate superior of the appraisee may be biased because of interpersonal difficulties with the appraisee). Certain participants believe that the appraisal team should not consist only of superiors but also of subordinates and peers i.e. objectivity is enhanced through the multiple appraisers under the 360 degree feedback method (see assessment methods sub-theme).

I also consider the suitability of the appraisers as a significant factor and I agree with the participants' views. As far as the performance assessments (see assessment methods sub-theme) are concerned, the selection of the most suitable appraisers (number and capacity) must be determined by the tasks and position of each appraisee. However, the immediate superior of the appraisee should always participate in the performance assessment because his/her sufficient working contact with the appraisee makes him/her the most suitable appraiser (setting and agreement of goals, delegation, supervision, coaching, monitoring and measurement of true performance against the goals). In the case of the Director General (whose performance is very critical and must be assessed), the assessment should be conducted by the Board of Directors because of their sufficient working contact with the Director General. As far as the development assessments (see assessment methods sub-theme) are concerned, the selection of the most suitable 360 degree feedback respondents (superiors, subordinates, peers, business associates) must also be determined by the tasks and position of each appraisee.

The significance of the suitability of the appraisers has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. suitability of the immediate superior of the appraisee). In addition, the suitability of the appraisers is safeguarded under the current PAS of certain organisations in the private sector in Cyprus (see chapter 4).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors): Milkovich et al (1991) indicate that, even though the motivational possibilities of performance appraisals are qualified (limitation of inaccuracy which is present in all judgements), the employees are motivated to perform provided they believe that the performance appraisals are a reasonable estimate of how they performed (credible appraisers who appraise performance accurately because they know the employees' work and they are honest). According to ACAS (2008), the appraisers can easily assess the employees if they know them well. Allen (2003) indicates that the appraiser and the appraisee should have a clear understanding about the appraisee's position, jobs, tasks and responsibilities before the appraisee starts to perform and the appraiser starts to evaluate.

Information provided by the respondents (questionnaire)

In relation to the supervision/appraisal status, the questionnaire respondents were specifically asked to answer certain questions. The respondents' answers (after the corrections on some of the respondents' answers) to these questions are analysed below:

-80 respondents (86% or 90%-valid percentage) indicated that they were appraised by people who supervised them.

-57 respondents (61% or 66%-valid percentage) indicated that they were appraised by people who did not supervise them.

-48 (included in 80 and 57 above) respondents (52% or 55%-valid percentage) indicated that they were appraised by people who supervised them and by people who did not supervise them.

-29 respondents (31% or 34%-valid percentage) indicated that they were not appraised by people who did not supervise them (they were appraised only by people who supervised them).

-9 respondents (10%) indicated that they were not appraised by people who supervised them (they were appraised only by people who did not supervise them).

-36 respondents (39% or 40%-valid percentage) indicated that they supervised other people.

-53 respondents (57% or 60%-valid percentage) indicated that they did not supervise other people.

-18 respondents (19% or 20%-valid percentage and 50% when the respondents who did not supervise other people are not included; the appraisal of subordinates was not applicable for these respondents) indicated that they appraised all of the people they supervised.

-6 respondents (6% or 7%-valid percentage and 17% when the respondents who did not supervise other people are not included; the appraisal of subordinates was not applicable for these respondents) indicated that they appraised only some of the people they supervised.

-5 respondents (5% or 6%-valid percentage) indicated that they appraised people they did not supervise.

-12 respondents (13% and 33% when the respondents who did not supervise other people are not included; the appraisal of subordinates was not applicable for these respondents) indicated that they did not appraise the people they supervised.

-74 respondents (80% or 94%-valid percentage) indicated that they did not appraise people they did not supervise.

There were some non-response cases i.e. 4 respondents did not respond to any question (4respondents \* 5questions =20), 2 respondents did not respond to 2 questions (2respondents \* 2questions =4) and 9 respondents did not respond to 1 question (9respondents \* 1question =9). The total non-response rate was 7% ( $33/465=7\%$ ;  $20+4+9=33$ ,  $93\text{respondents} * 5\text{questions} =465$ ). Certain respondents might have intentionally not responded so as to avoid being identified. Some respondents must have accidentally not responded to the question which referred to the appraisal of people that the respondents did not supervise. Almost all of the respondents who did not indicate (no response) whether they appraised people they did not supervise (8 out of 10; 14 non-response in this question - 4 non-response in all questions=10) were not supervising other people and they must have meant that they did not appraise people they did not supervise (the "no" option) because it is most likely that the respondents who were not supervising other people not to appraise anybody (i.e. the people they did not supervise). They must have forgotten to select the "no" option or they might have thought that they had to skip the question since



they were not supervising other people (in the same way as they did or were supposed to do in the previous question which referred to the appraisal of people they supervised).

The insights from the analysis of the respondents' answers above would be enhanced if the respondents were also asked to provide information on whether they were appraised by all or some of their supervisors/superiors (in the same way that were asked to provide information on whether they appraised all or some of their subordinates).

Almost all (5 out of 7) of the supervisors/superiors based abroad indicated that they appraised all the people they supervised (one of them appraised only some of the people he/she supervised and one of them did not appraise the people he/she supervised). All the supervisors/superiors must have also meant the supervision and appraisal of non-permanent employees under the unofficial PAS which was not under investigation (see chapter 6 for details of the valid population under investigation) because only 2 out of the total 7 respondents supervised and appraised permanent employees under the official PAS which was under investigation. Even though the answers of the 5 respondents who supervised and appraised only non-permanent employees under the unofficial PAS could have been amended in order to reflect a more accurate picture, they were not because the amendments were not material i.e. they would not lead to different conclusions on these issues. The non-material amendments would have been the following:

- the 36 respondents who supervised other people would have been amended to 31 respondents.

- the 53 respondents who did not supervise other people would have been amended to 58 respondents.

- the 18 respondents who appraised all of the people they supervised would have been amended to 15 respondents.

- the 6 respondents who appraised only some of the people they supervised would have been amended to 5 respondents.

- the 5 respondents who appraised people they did not supervise would have been amended to 3 respondents.

- the 12 respondents who did not appraise the people they supervised would have been amended to 11 respondents.

- the 74 respondents who did not appraise people they did not supervise would have been amended to 77 respondents.

The current situation in relation to the supervision/appraisal status of the 53 questionnaire respondents who did not supervise other people is analysed below:

- 29 respondents (31% or 33%-valid percentage) indicated that they did not supervise other people (appraisal of subordinates was not applicable), they did not appraise people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.

- 13 respondents (14% or 15%-valid percentage) indicated that they did not supervise other people (appraisal of subordinates was not applicable), they did not appraise people they did not supervise and they were appraised only by people who supervised them (not by people who did not supervise them).

- 3 respondents (3%) indicated that they did not supervise other people (appraisal of subordinates was not applicable), they did not appraise people they did not supervise and they were appraised only by people who did not supervise them (not by people who supervised them).

-4 respondents (4%) indicated that they did not supervise other people (appraisal of subordinates was not applicable) and they were appraised by people who supervised them and by people who did not supervise them; they did not indicate (no response) whether they appraised people they did not supervise.

-3 respondents (3%) indicated that they did not supervise other people (appraisal of subordinates was not applicable) and they were appraised only by people who did not supervise them (not by people who supervised them); they did not indicate (no response) whether they appraised people they did not supervise.

-1 respondent (1%) indicated that he/she did not supervise other people (appraisal of subordinates was not applicable) and he/she was appraised only by people who supervised him/her; he/she did not indicate (no response) whether he/she appraised people he/she did not supervise or whether he/she was appraised by people who did not supervise him/her.

All of the respondents who did not supervise other people did not appraise people they did not supervise (unknown for 8 non-response cases). Most of them (33 respondents) were appraised by people who supervised them and by people who did not supervise them. Some of them (14 respondents) were appraised only by people who supervised them. A few respondents (6 respondents) were appraised only by people who did not supervise them (unknown for 1 non-response case).

The current situation in relation to the supervision/appraisal status of the 36 questionnaire respondents who supervised other people is analysed below:

-5 respondents (5% or 6%-valid percentage) indicated that they supervised other people, they appraised all of the people they supervised, they did not appraise people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.

-6 respondents (6% or 7%-valid percentage) indicated that they supervised other people, they appraised all of the people they supervised, they did not appraise people they did not supervise and they were appraised only by people who supervised them (not by people who did not supervise them).

-1 respondent (1%) indicated that he/she supervised other people, he/she appraised all of the people he/she supervised, he/she did not appraise people he/she did not supervise and he/she was appraised only by people who did not supervise him/her (not by people who supervised him/her).

-1 respondent (1%) indicated that he/she supervised other people, he/she appraised all of the people he/she supervised, he/she appraised people he/she did not supervise and he/she was appraised by people who supervised him/her and by people who did not supervise him/her.

-2 respondents (2%) indicated that they supervised other people, they appraised all of the people they supervised, they appraised people they did not supervise and they were appraised only by people who supervised them (not by people who did not supervise them).

-1 respondent (1%) indicated that he/she supervised other people, he/she appraised all of the people he/she supervised, he/she appraised people he/she did not supervise and he/she was appraised only by people who did not supervise him/her (not by people who supervised him/her).

-2 respondents (2%) indicated that they supervised other people, they appraised only some of the people they supervised, they did not appraise people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.

-2 respondents (2%) indicated that they supervised other people, they appraised only some of the people they supervised, they did not appraise people they did not supervise and they were appraised only by people who supervised them (not by people who did not supervise them).

-1 respondent (1%) indicated that he/she supervised other people, he/she appraised only some of the people he/she supervised, he/she appraised people he/she did not supervise and he/she was appraised only by people who supervised him/her (not by people who did not supervise him/her).

-7 respondents (8%) indicated that they supervised other people, they did not appraise the people they supervised, they did not appraise people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.

-4 respondents (4%) indicated that they supervised other people, they did not appraise the people they supervised, they did not appraise people they did not supervise and they were appraised only by people who supervised them (not by people who did not supervise them).

-1 respondent (1%) indicated that he/she supervised other people, he/she did not appraise the people he/she supervised, he/she did not appraise people he/she did not supervise and he/she was appraised only by people who did not supervise him/her (not by people who supervised him/her).

-1 respondent (1%) indicated that he/she supervised other people, he/she appraised all of the people he/she supervised and he/she was appraised only by people who supervised him/her (not by people who did not supervise him/her); he/she did not indicate (no response) whether he/she appraised people he/she did not supervise.

-1 respondent (1%) indicated that he/she supervised other people, he/she appraised only some of the people he/she supervised, he/she did not appraise people he/she did not supervise and he/she was appraised only by people who supervised him/her; he/she did not indicate (no response) whether he/she was appraised by people who did not supervise him/her.

-1 respondent (1%) indicated that he/she supervised other people, he/she appraised all of the people he/she supervised and he/she was appraised only by people who supervised him/her; he/she did not indicate (no response) whether he/she appraised people he/she did not supervise or whether he/she was appraised by people who did not supervise him/her.

[total: 98% instead of 100% due to rounding].

Most of the respondents who supervised other people (29 respondents) did not appraise people they did not supervise (unknown for 2 non-response cases). A few respondents (5 respondents) appraised people they did not supervise. Some of them (18 respondents) appraised all of the people they supervised. Some of them (12 respondents) did not appraise the people they supervised. A few respondents (6 respondents) appraised only some of the people they supervised. Some of them (15 respondents) were appraised by people who supervised them and by people who did not supervise them. Some of them (18 respondents) were appraised only by people who supervised them. A few respondents (3 respondents) were appraised only by people who did not supervise them (unknown for 2 non-response cases).

According to the preceding analysis, the current situation in relation to the supervision/appraisal status of the questionnaire respondents may be considered as average (both positive and negative features) because of the following:

-most of the respondents who supervised other people and all of the respondents who did not supervise other people did not appraise people they did not supervise; only a few respondents who supervised other people appraised people they did not supervise  
-some of the respondents who supervised other people appraised all of the people they supervised, some of them did not appraise the people they supervised and a few appraised only some of the people they supervised

-some of the respondents who supervised other people and most of the respondents who did not supervise other people were appraised by people who supervised them and by people who did not supervise them; some of the respondents who supervised other people and some of the respondents who did not supervise other people were appraised only by people who supervised them; few of the respondents who supervised other people and few of the respondents who did not supervise other people were appraised only by people who did not supervise them.

The above findings are consistent with the findings on the appraisal teams i.e. some of the respondents believed that the composition of the appraisal teams was unsuitable and some of them believed that it was suitable (see earlier).

The current situation in relation to the supervision/appraisal status of the respondents may be worse than above as some respondents might not have read carefully the definition of supervision which referred to actual direct working contact between a superior and a subordinate i.e. the respondents might have thought that official supervision (no working contact) was also part of supervision and on the basis of that they answered that they were appraised by people who supervised them (but referring to official supervision) and/or they appraised people they supervised (but referring to official supervision). If they did not answer on the basis of official supervision then the results would be different i.e. most respondents were appraised by people who did not supervise them and/or they appraised people they did not supervise. Therefore, the appraisal teams were unsuitable since the appraisers were not aware of the true performance of the appraisees due to the lack of supervision or working contact (the quality of the appraisal was undermined). This possibility is consistent with the findings on feedback (i.e. many respondents believed that the appraisers did not provide the appraisees with proper feedback on their performance and some respondents believed that the appraisers provided the appraisees with proper feedback on their performance-see earlier) but not so consistent with the findings on the appraisal teams (i.e. some of the respondents believed that the composition of the appraisal teams was unsuitable and some of them believed that it was suitable-see above). According to my knowledge and experience and the interviewees' responses, it is rather unlikely for the opposite to have taken place i.e. the respondents might have thought that official supervision (no working contact) was also part of supervision and on the basis of that they answered that they were not appraised by people who supervised them (but referring to official supervision) and/or they did not appraise people they supervised (but referring to official supervision). If they did not answer on the basis of official supervision then the results would be different i.e. most respondents were appraised by people who supervised them and/or they appraised people they supervised.

#### Information provided by the interviewees (interviews)

The current situation in relation to the supervision/appraisal status of the interviewees could not be ascertained in the same way that it was for the respondents because the interviewees were not specifically asked to answer the questions that the respondents answered. Even though the information that the interviewees provided during the

interviews gave answers to these questions, some of the answers were uncertain i.e. it was not certain if some interviewees appraised all or some of the people they supervised and if they appraised people they did not supervise; in addition, it was not certain if most interviewees were appraised by the people that supervised them (possibility of being appraised by the people that officially supervised them i.e. appraised by people that did not supervise them). Uncertainty was also present in the case of the respondents (because of the non-response cases and also because they might have answered on the basis of official supervision-see above) despite the fact that they were specifically asked to answer certain questions.

The current situation in relation to the supervision/appraisal status of the interviewees was ascertained by adopting the following assumptions (minimising uncertainty) for those interviewees whose supervision/appraisal status was uncertain. The assumptions are based on the information that the interviewees provided during the interviews:

- half of the above interviewees (12 out of 24: 9 for the appraiser interviews and 3 for the preliminary interviews) were not appraised by the people that officially supervised them i.e. they were appraised by the people that supervised them

- half of the above interviewees (12 out of 24: 10 for the appraiser interviews and 2 for the preliminary interviews) were appraised by the people that officially supervised them i.e. they were not appraised by the people that supervised them

- a quarter of the above interviewees (3 out of 11; only for the appraiser interviews) appraised all of the people they supervised and they appraised people they did not supervise

- a quarter of the above interviewees (3 out of 11; only for the appraiser interviews) appraised some of the people they supervised and they appraised people they did not supervise

- a quarter of the above interviewees (3 out of 11; only for the appraiser interviews) appraised all of the people they supervised and they did not appraise people they did not supervise

- a quarter of the above interviewees (2 out of 11; only for the appraiser interviews) appraised some of the people they supervised and they did not appraise people they did not supervise.

The current situation in relation to the supervision/appraisal status of the interviewees is analysed below:

- 22 interviewees (63%; 15 for the appraiser interviews and 7 for the preliminary interviews) were appraised by people who supervised them.

- 31 interviewees (89%; 22 for the appraiser interviews and 9 for the preliminary interviews) were appraised by people who did not supervise them.

- 18 (included in 22 and 31 above) interviewees (51%; 12 for the appraiser interviews and 6 for the preliminary interviews) were appraised by people who supervised them and by people who did not supervise them.

- 4 interviewees (11%; 3 for the appraiser interviews and 1 for the preliminary interviews) were appraised only by people who supervised them (they were not appraised by people who did not supervise them).

- 13 interviewees (37%; 10 for the appraiser interviews and 3 for the preliminary interviews) were appraised only by people who did not supervise them (they were not appraised by people who supervised them).

- 30 interviewees (86%; 25 for the appraiser interviews and 5 for the preliminary interviews) supervised other people.

- 5 interviewees (14%; preliminary interviews) did not supervise other people.

- 19 interviewees (appraiser interviews; 54% and 63% when the interviewees who did not supervise other people are not included; the appraisal of subordinates was not applicable for these interviewees) appraised all of the people they supervised.
- 6 interviewees (appraiser interviews; 17% and 20% when the interviewees who did not supervise other people are not included; the appraisal of subordinates was not applicable for these interviewees) appraised only some of the people they supervised.
- 10 interviewees (29%; appraiser interviews) appraised people they did not supervise.
- 5 interviewees (preliminary interviews; 14% and 17% when the interviewees who did not supervise other people are not included; the appraisal of subordinates was not applicable for these interviewees) did not appraise the people they supervised.
- 25 interviewees (71%; 15 for the appraiser interviews and 10 for the preliminary interviews) did not appraise people they did not supervise.

The current situation in relation to the supervision/appraisal status of the 5 interviewees who did not supervise other people is analysed below:

- 3 interviewees (9%; preliminary interviews) did not supervise other people (appraisal of subordinates was not applicable), they did not appraise people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.
  - 1 interviewee (3%; preliminary interviews) did not supervise other people (appraisal of subordinates was not applicable), he/she did not appraise people he/she did not supervise and he/she was appraised only by people who supervised him/her (not by people who did not supervise him/her).
  - 1 interviewee (3%; preliminary interviews) did not supervise other people (appraisal of subordinates was not applicable), he/she did not appraise people he/she did not supervise and he/she was appraised only by people who did not supervise him/her (not by people who supervised him/her).
- All of the interviewees who did not supervise other people did not appraise people they did not supervise. Most of them (3 interviewees) were appraised by people who supervised them and by people who did not supervise them. One interviewee was appraised only by people who supervised him/her. One interviewee was appraised only by people who did not supervise him/her.

The current situation in relation to the supervision/appraisal status of the 30 interviewees who supervised other people is analysed below:

- 6 interviewees (17%; appraiser interviews) supervised other people, they appraised all of the people they supervised, they did not appraise people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.
- 1 interviewee (3%; appraiser interviews) supervised other people, he/she appraised all of the people he/she supervised, he/she did not appraise people he/she did not supervise and he/she was appraised only by people who supervised him/her (not by people who did not supervise him/her).
- 6 interviewees (17%; appraiser interviews) supervised other people, they appraised all of the people they supervised, they did not appraise people they did not supervise and they were appraised only by people who did not supervise them (not by people who supervised them).
- 3 interviewees (9%; appraiser interviews) supervised other people, they appraised all of the people they supervised, they appraised people they did not supervise and they

were appraised by people who supervised them and by people who did not supervise them.

-2 interviewees (6%; appraiser interviews) supervised other people, they appraised all of the people they supervised, they appraised people they did not supervise and they were appraised only by people who supervised them (not by people who did not supervise them).

-1 interviewee (3%; appraiser interviews) supervised other people, he/she appraised all of the people he/she supervised, he/she appraised people he/she did not supervise and he/she was appraised only by people who did not supervise him/her (not by people who supervised him/her).

-1 interviewee (3%; appraiser interviews) supervised other people, he/she appraised some of the people he/she supervised, he/she did not appraise people he/she did not supervise and he/she was appraised by people who supervised him/her and by people who did not supervise him/her.

-1 interviewee (3%; appraiser interviews) supervised other people, he/she appraised some of the people he/she supervised, he/she did not appraise people he/she did not supervise and he/she was appraised only by people who did not supervise him/her (not by people who supervised him/her).

-2 interviewees (6%; appraiser interviews) supervised other people, they appraised some of the people they supervised, they appraised people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.

-2 interviewees (6%; appraiser interviews) supervised other people, they appraised some of the people they supervised, they appraised people they did not supervise and they were appraised only by people who did not supervise them (not by people who supervised them).

-3 interviewees (9%; preliminary interviews) supervised other people, they did not appraise the people they supervised, they did not appraise people they did not supervise and they were appraised by people who supervised them and by people who did not supervise them.

-2 interviewees (6%; preliminary interviews) supervised other people, they did not appraise the people they supervised, they did not appraise people they did not supervise and they were appraised only by people who did not supervise them (not by people who supervised them).

[total: 103% instead of 100% due to rounding].

Most of the interviewees who supervised other people (20 interviewees) did not appraise people they did not supervise. Some of them (10 interviewees) appraised people they did not supervise. Most of them (19 interviewees) appraised all of the people they supervised. A few interviewees (5 interviewees) did not appraise the people they supervised. A few interviewees (6 interviewees) appraised only some of the people they supervised. Some of them (15 interviewees) were appraised by people who supervised them and by people who did not supervise them. A few interviewees (3 interviewees) were appraised only by people who supervised them. Some of them (12 interviewees) were appraised only by people who did not supervise them.

According to the preceding analysis, the current situation in relation to the supervision/appraisal status of the interviewees may be considered as average (both positive and negative features) because of the following:

-most of the interviewees who supervised other people and all of the interviewees who did not supervise other people did not appraise people they did not supervise;

some interviewees who supervised other people appraised people they did not supervise

-most of the interviewees who supervised other people appraised all of the people they supervised, a few did not appraise the people they supervised and a few appraised only some of the people they supervised

-some of the interviewees who supervised other people and most of the interviewees who did not supervise other people were appraised by people who supervised them and by people who did not supervise them; few of the interviewees who supervised other people and one of the interviewees who did not supervise other people were appraised only by people who supervised them; some of the interviewees who supervised other people and one of the interviewees who did not supervise other people were appraised only by people who did not supervise them.

The above findings are consistent with the findings on feedback (i.e. many interviewees believed that the appraisers did not provide the appraisees with proper feedback on their performance and many interviewees believed that the appraisers provided the appraisees with proper feedback on their performance-see earlier) but not so consistent with the findings on the appraisal teams (i.e. almost all of the interviewees believed that the composition of the appraisal teams was unsuitable and a few of them believed that it was suitable-see earlier).

### Overall findings

According to the preceding analysis, the following conclusions can be drawn in relation to the supervision/appraisal status of all the participants (interviews and questionnaire:  $35+93=128$  less the non-response cases of the questionnaire):

-most of the participants who supervised other people and all of the participants who did not supervise other people did not appraise people they did not supervise; some participants who supervised other people appraised people they did not supervise

-most of the participants who supervised other people appraised all of the people they supervised, some of them did not appraise the people they supervised and some of them appraised only some of the people they supervised

-some of the participants who supervised other people and most of the participants who did not supervise other people were appraised by people who supervised them and by people who did not supervise them; some of the participants who supervised other people and some of the participants who did not supervise other people were appraised only by people who supervised them; some of the participants who supervised other people and few of the participants who did not supervise other people were appraised only by people who did not supervise them.

The above conclusions are not so consistent with the findings on the appraisal teams (i.e. most participants believed that the composition of the appraisal teams was unsuitable and some participants believed that the composition of the appraisal teams was suitable-see earlier) or with the findings on feedback (i.e. most participants believed that the appraisers did not provide the appraisees with proper feedback on their performance and some participants believed that the appraisers provided the appraisees with proper feedback on their performance-see earlier). However, the above conclusions would be more consistent with the findings on feedback and the appraisal teams if the current situation in relation to the supervision/appraisal status of the respondents and the interviewees was below average instead of average. As explained earlier, this possibility is very likely in the case of the respondents since it is most probable that they answered on the basis of official supervision (no working contact) instead of supervision (direct working contact). This possibility is also likely



in the case of the interviewees since the information that the interviewees provided during the interviews (basis of assumptions-see earlier) may not be totally accurate (e.g. some interviewees may have exaggerated about certain issues such as feedback-see earlier).

### 7.2.3 - Participation

#### Information provided by the respondents (questionnaire)

Even though the questionnaire respondents were not asked to give an opinion on whether participation should be taking place in all the stages of the performance appraisal process (significance) and whether participation was taking place in all the stages of the performance appraisal process under the current PAS (current situation), the following conclusions can be drawn:

-the respondents' views about goals, feedback and measurement (see corresponding themes and sub-theme) indicate that almost all of the respondents must have believed that participation should be taking place in the stages of goals, feedback, appraisal interviews and measurement i.e. participation in these stages was very significant or significant

-bearing in mind the overall consistency (only non-material inconsistencies) between the views of the respondents and the views of the interviewees about goals, feedback, appraisal interviews and measurement (see corresponding themes and sub-themes), it can be assumed that almost all of the respondents must have also believed what the interviewees believed in relation to appraisal forms completion, self-evaluation and PAS evaluation i.e. participation should be taking place in the stages of appraisal forms completion, self-evaluation and PAS evaluation (participation in these stages was very significant or significant)

-all of the respondents must have believed that participation was not taking place in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation (i.e. the current PAS was very ineffective) because according to my experience as an appraiser and an appraisee (also confirmed by the interviewees' comments) these stages (or participation in them) were not part of the performance appraisal process i.e. the appraisers and appraisees did not go through them (officially or unofficially) because they (or participation in them) were not a requirement of the current PAS; the appraisal forms completion was a requirement of the current PAS but the assessments were conducted by the appraisers without the participation of the appraisees

-the respondents' views about goals, feedback and measurement (see corresponding themes and sub-theme) indicate that some of the respondents must have believed that participation was taking place in the stages of goals, feedback and measurement (i.e. the current PAS was very effective or effective) and many of the respondents must have believed that participation was not taking place (i.e. the current PAS was ineffective or very ineffective) in the stages of goals, feedback and measurement (the non-participation stage of goals was less dominant than the stages of feedback and measurement)

-in relation to participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation (see above), it can be concluded that the performance of almost all the respondents was reduced or stayed the same and the performance of very few respondents was enhanced or stayed the same (see also appendix 40)

-in relation to participation in the stages of goals, feedback and measurement (see above), it can be concluded that the performance of many respondents was reduced or stayed the same and the performance of some respondents was enhanced or stayed the same (see also appendix 40).

#### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that participation should be taking place in all the stages of the performance appraisal process i.e. participation was extremely significant (2/25=8%), very significant (21/25=84%, 9/10=90%) or significant (2/25=8%, 1/10=10%). Some interviewees mentioned that participation was significant provided it was constructive e.g. not going through the stages of the performance appraisal process only for formality purposes. One interviewee was not absolutely sure of the extent of significance of participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation. A couple of interviewees mentioned that the participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation was not as significant as the participation in the stages of goals, feedback and measurement.

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that participation was not taking place in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation i.e. the current PAS was very ineffective. The interviewees mentioned that these stages (or participation in them) were not part of the performance appraisal process i.e. the appraisers and appraisees did not go through them (officially or unofficially) because they (or participation in them) were not a requirement of the current PAS.

Many of the interviewees (appraiser interviews: 16/25=64%, preliminary interviews: 3/10=30%) believed that participation was taking place (even to a certain or small extent) in the stages of goals, feedback and measurement (the most dominant participation stage was the stage of feedback, the second most dominant stage was the stage of goals and the least dominant stage was the stage of measurement) i.e. the current PAS was very effective or effective. Some of the interviewees (appraiser interviews: 9/25=36%, preliminary interviews: 7/10=70%) believed that participation was not taking place in the stages of goals, feedback and measurement (the most dominant non-participation stage was the stage of measurement, the second most dominant stage was the stage of goals and the least dominant stage was the stage of feedback) i.e. the current PAS was ineffective or very ineffective.

Some interviewees (appraiser interviews: 6/25=24%, preliminary interviews: 4/10=40%) believed that the current situation (participation not taking place in the stages of goals, feedback and measurement) reduced their performance and a few interviewees (appraiser interviews: 3/25=12%, preliminary interviews: 3/10=30%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if participation was taking place in the above stages. Most interviewees (appraiser interviews: 16/25=64%, preliminary interviews: 3/10=30%) believed that the current situation (participation taking place in the stages of goals, feedback and measurement) increased their performance.

Some interviewees (appraiser interviews: 11/25=44%, preliminary interviews: 5/10=50%) believed that the current situation (participation not taking place in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS

evaluation) reduced their performance and many interviewees (appraiser interviews: 14/25=56%, preliminary interviews: 5/10=50%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if participation was taking place in the above stages. A few interviewees mentioned that they were not absolutely sure (unless tested) if performance would increase to a great extent because the above stages influenced the rating and appraisal procedure but not the actual performance of tasks (unlike the stages of goals, feedback and measurement which influenced the actual performance of tasks).

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to participation (by all concerned) in all the stages of the performance appraisal process:

-Participation in the stages of self-appraisal, appraisal interview, form completion and PAS evaluation is a feature of a contemporary PAS.

-Participation in the stages of self-appraisal, appraisal interview, form completion and PAS evaluation is a waste of time when it takes place only for formality purposes.

The results from participating in each of the above stages should be used for purposes of enhancing performance and adding value. There is no point in participating in the above stages when there is no action and follow-up.

-The appraisal interview should be part of the official PAS and the results of the interview should be documented for purposes of follow-up. The interview (two-way communication) gives the opportunity to the appraisers and appraisees to get to know each other better, to express their opinion and make their complaints, to discuss the assessment ratings, the appraisees' strengths, weaknesses, problems and potential and to agree on a specific action plan. Such an approach motivates the appraisees to improve their performance, boosts their morale and enhances their job satisfaction.

-The following are some of the advantages of participation in all the stages of the performance appraisal process: democratic management approach, misunderstandings are avoided, teamwork, commitment, sense of responsibility, ownership, motivation, improved performance, fairness, credible and objective ratings, reflection of true performance, sense of personal achievement (the employees are given the opportunity to contribute and their capabilities and effort are recognised).

-The lack of participation leads to indifference (nobody cares about the appraisals) and deterioration of performance.

-Participation in all the stages of the performance appraisal process is significant provided it is not superficial.

-Participation in all the stages of the performance appraisal process is difficult because of the current culture but it is the only way forward. A cultural change is possible through the introduction of a new and effective PAS which encourages participation.

-Participation in all the stages of the performance appraisal process is difficult, time consuming and costly (e.g. the personnel department spends a considerable amount of time in administering the appraisal process).

-The appraisees' participation in the stages of the performance appraisal process should not be excessive but modest. As the appraisers have the responsibility for the performance of the work, the achievement of the goals and the efficient allocation of resources, they should also be the ones who take the decisions in relation to these matters. The appraisers should then communicate their decisions to the appraisees and

they should motivate, support and facilitate the appraisees in achieving the goals. The appraisers should assess the appraisees but before finalising the assessments they could discuss the results with the appraisees so as to document and consider their opinion and/or disagreement.

-Participation is taking place but only to a certain extent because it is not a requirement of the current PAS i.e. only for certain stages (e.g. goals and feedback), only with some employees (e.g. those who perform non-routine, unstructured and complicated work) and unofficially.

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance-Goals, Measurement, Feedback	✓	✓
Significance-Appraisal Interviews, Appraisal Forms Completion, Self-Evaluation, PAS Evaluation	✓	✓
Current Situation-Goals, Measurement, Feedback	Many Interviewees: ✗	Many Respondents: ✗
Current Situation-Appraisal Interviews, Appraisal Forms Completion, Self-Evaluation, PAS Evaluation (existence: ✓/lack: ✗)	Most Interviewees: ✓ ✗	Some Respondents: ✓ ✗
Performance-Goals, Measurement, Feedback	Many Interviewees: Not Enhanced Most Interviewees: Enhanced	Many Respondents: Not Enhanced Some Respondents: Enhanced
Performance-Appraisal Interviews, Appraisal Forms Completion, Self-Evaluation, PAS Evaluation	Not Enhanced	Not Enhanced
<p>Overall Consistency                      (the current situation inconsistency in relation to participation in the stages of goals, measurement, feedback is not material; this finding is consistent with the findings on the factors of goals, feedback and measurement i.e. there was an overall consistency as the current situation inconsistencies were not material-see corresponding themes and sub-theme)                      (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)</p>		

Both the questionnaire respondents and the interviewees believed that participation should be taking place in all the stages of the performance appraisal process (goals, feedback, measurement, appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation).

In relation to participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation, both the questionnaire respondents and the interviewees believed that participation was not taking place. In relation to participation in the stages of goals, feedback and measurement, some questionnaire respondents and some interviewees believed that participation was taking place (exc. the cases when participation was taking place to a certain or small extent) and many questionnaire respondents and many interviewees believed that participation was not taking place (inc. the cases when participation was taking place to a certain or small extent).

According to the above, there are no material inconsistencies between the findings of the interviews and the findings of the questionnaire in relation to participation in all the stages of the performance appraisal process (belief and current situation). This conclusion is consistent with the analysis of the findings on goals, feedback, appraisal interviews and measurement which form the main part of the performance appraisal process i.e. there was an overall consistency (only non-material inconsistencies) between the views of the respondents and the views of the interviewees about goals, feedback, appraisal interviews and measurement (see corresponding themes and sub-themes).

In relation to participation in the stages of goals, feedback and measurement, the performance of many of the interviewees (46%=16/35) and many of the respondents (46%=43/93-average: see appendix 40) was not enhanced (performance which decreased and performance which stayed the same). In the case of the interviews, the performance of most of the interviewees (54%=19/35) was enhanced whereas in the case of the questionnaire, the performance of only some of the respondents (37%=34/93-average: see appendix 40) was enhanced. The performance inconsistency (not so material) between the findings of the questionnaire and the findings of the interviews derives from the belief (significance) and current situation (effectiveness) non-material inconsistencies which are mentioned above as well as the non-response and neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain). A material inconsistency is observed when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 46% of the interviewees and 83% (46% + 37%) of the respondents was not enhanced and the performance of 54% of the interviewees was enhanced. However, this assumption may not be totally realistic since it is unlikely for all the respondents' performance to have stayed the same (it is more likely for some respondents' performance to have increased, some respondents' performance to have decreased and some respondents' performance to have stayed the same). The inconsistency under the second assumption could be ignored in this case not because the assumption may be unrealistic but because it is inconsistent with the belief (significance) and current situation (effectiveness) inconsistencies; the effect on performance is a by-product of the belief (significance) and current situation (effectiveness) and therefore it should be consistent with them. Even though the first assumption may also not be totally realistic (in addition to increased and decreased performance, some respondents' performance should have stayed the same), the inconsistency (not so material) under the first assumption is adopted in this case

because it is consistent with the belief (significance) and current situation (effectiveness) inconsistencies.

In relation to participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation, the performance of all of the interviewees (100%=35/35) and almost all of the respondents (95%=88/93: see appendix 40) was not enhanced (performance which decreased and performance which stayed the same) and the performance of very few of the respondents (2%=2/93: see appendix 40) was enhanced. The same consistency is observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 100% of the interviewees and 97% (95% + 2%) of the respondents was not enhanced. The performance consistency between the findings of the questionnaire and the findings of the interviews derives from the belief (significance) and current situation (effectiveness) consistencies which are mentioned above (the effect on performance for the non-response and neutral/don't know cases of the questionnaire was uncertain).

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (belief/significance, current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that participation should be taking place in all the stages of the performance appraisal process (goals, feedback, measurement, appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation).

- Most participants believed that participation was not taking place in the stages of goals, feedback and measurement. Some participants believed that participation was taking place in the stages of goals, feedback and measurement. All participants believed that participation was not taking place in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation (the appraisers and appraisees did not go through these stages because they were not a requirement of the current PAS).

- In relation to participation in the stages of goals, feedback and measurement, some participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). In relation to participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation, almost all participants' performance was not enhanced and a very few participants' (two participants) performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then all participants' performance was not enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews &
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	Questionnaire)
Significance-Goals, Measurement, Feedback	✓
Significance-Appraisal Interviews, Appraisal Forms Completion, Self-Evaluation, PAS Evaluation	✓
Current Situation-Goals, Measurement, Feedback	Most Participants: ✗ Some Participants: ✓
Current Situation-Appraisal Interviews, Appraisal Forms Completion, Self-Evaluation, PAS Evaluation (existence: ✓/lack: ✗)	✗
Performance-Goals, Measurement, Feedback	Most Participants: Not Enhanced Some Participants: Enhanced
Performance-Appraisal Interviews, Appraisal Forms Completion, Self-Evaluation, PAS Evaluation	Not Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the current situation (according to the findings in chapter 4, the factor of participation in the stages of goals, measurement and feedback was not present except in the case of certain organisations in the private sector in Cyprus; the factor of participation in the stages of appraisal forms completion, appraisal interviews and self-evaluation was also present in these organisations) (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

-some participants believed that participation was taking place in the stages of goals, feedback and measurement (this finding is not part of the findings in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire	Studies of the Government and Other	Insider/Practitioner- Researcher Perspective (chapters 4 & 3)
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	(chapter 7)	Public Sector Organisations in Cyprus (chapter 4)	
Significance of Participation (in all the stages of the performance appraisal process: goals, measurement, feedback, appraisal forms completion, appraisal interviews, self-evaluation, PAS evaluation) (the participation should not be effected superficially or for formality purposes but constructively)	✓ Certain Participants: The Degree of Significance Depends on the Stage (the participation in the stages of goals, measurement and feedback is more significant than the participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation as the latter stages influence the appraisal procedure instead of the actual performance of tasks)	✓	✓
Participation & Self-Evaluation (the appraisees should participate in their performance and development assessments through self-assessment for purposes of enhancing the fairness of the assessment methods and creating a culture of performance and development)			✓
Participation & PAS Evaluation (the PAS should be monitored and			✓



<p>evaluated by the management, the employees and the trade unions on an ongoing basis and amendments should be made if necessary; the participation in the stage of PAS evaluation promotes understanding, acceptance, ownership, support and commitment as well as compatibility with the organisation, the culture and the employees)</p>			
<p>Current Situation: Lack of Participation in All the Stages of the Performance Appraisal Process &amp; Reduction in Performance (the participation is not part of the current PAS, lack of time/resources) (the stages of the performance appraisal process are not part of the current PAS apart from the appraisal forms completion)</p>	✓	✓	<p>✓ Current Situation: Lack of Participation in All the Stages of the Performance Appraisal Process &amp; Time/Resources (change of the current situation: cultural change and improvement of performance through the introduction of participation in all the stages of the performance appraisal process) (change of the current situation: recovery of extra time/resources/cost through the improvement of performance)</p>
<p>Views in Relation to the Participation in the Stages of Goals, Feedback (inc. Appraisal</p>	✓	✓	✓

Interviews) and Measurement: See Corresponding Themes and Sub-Themes			
<p>✓ The above are also consistent with the Literature in chapter 3 e.g. ACAS (2008), ICMR (2009), Wilks (2008), Roberts (2003), Bacal (2007), Bretz et al (1992), Geoff (1994), CMI (2006), D'Netto (2004), Heskett (2006), Nykodym (1996), Daley (1992), CIPD (2007), Faizal (2005), Milkovich et al (1991); in relation to the participation in the stages of goals, feedback (inc. appraisal interviews) and measurement, see also the authors that have been mentioned in the corresponding themes and sub-themes</p>			
Overall Consistency			

According to the preceding analysis, the participants consider the participation in all the stages of the performance appraisal process (goals, feedback, measurement, appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation) as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). The participants believe that participation should not be effected superficially (for formality purposes) but constructively. According to the participants, the lack of the factor of participation at CTO and the consequent reduction in performance are caused not only because participation is not officially part of the current PAS but also because of lack of time and other resources (inc. money, human resources, training and skills, personnel department etc.) which are necessary for the practical application of the factor of participation. Certain participants believe that the participation in the stages of goals, feedback and measurement is more significant than the participation in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation as the latter stages influence the appraisal procedure instead of the actual performance of tasks. The participants' views in relation to the participation in the stages of goals, feedback (inc. appraisal interviews) and measurement which have been discussed in the previous themes and sub-themes are also applicable to this theme but for purposes of avoiding repetition they are not discussed in this theme.

I also consider the participation in all the stages of the performance appraisal process as a significant factor and I agree with the participants' views. The introduction of participation at CTO will change the culture (cultural change through the change of the PAS) and will lead to performance improvement in the long term so as to recover the extra time, resources and cost that are required for the introduction of participation. It is important for the appraisees to participate in their performance and development assessments (see assessment methods sub-theme) through self-assessment for purposes of enhancing the fairness of the assessment methods and creating a culture of performance and development. For purposes of promoting understanding, acceptance, ownership, support and commitment as well as compatibility with the organisation, the culture and the employees, the PAS should be monitored and evaluated by the management, the employees (appraisers and appraisees) and the trade unions on an ongoing basis and amendments should be made if necessary. My views in relation to the participation in the stages of goals, feedback (inc. appraisal forms completion and appraisal interviews) and measurement which have been

discussed in the previous themes and sub-themes are also applicable to this theme but for purposes of avoiding repetition they are not discussed in this theme.

The significance of participation has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. participation in the stages of goals, measurement, development, feedback, interviews, appraisal forms completion and self-evaluation). In addition, participation is part of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4 - e.g. participation in the stages of goals, measurement, development, feedback, interviews, appraisal forms completion and self-evaluation).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors). The authors' indications in relation to the participation in the stages of goals, feedback (inc. appraisal interviews) and measurement which have been discussed in the previous themes and sub-themes are also applicable to this theme but for purposes of avoiding repetition they are not discussed in this theme:

According to ACAS (2008), ICMR (2009) and Wilks (2008), the self-assessment is significant. Roberts (2003) indicates that the employees can participate in the performance appraisal process through the setting of performance standards, the self-evaluation, the completion of the rating form and the interview. A participatory empowered culture minimises the dysfunctions of the traditional PAS e.g. defensiveness, tension, conflict, competition and blame. The effectiveness of participation is moderated by the quantity and quality of the goals and feedback. Resistance and demotivation are minimised and the effectiveness of participation is maximised when there is employee understanding, agreement and acceptance. Motivation, development, task identity, ownership and commitment are achieved through employee understanding, agreement and acceptance. The effectiveness of participation is not maximised when the following are not present: trust, open communication, equal treatment, training, rating system accountability, evaluation of effectiveness. According to ACAS (2008), the management should support and be committed to the appraisal methods and objectives which are agreed (through consultation) by the employees and trade unions. The PAS should be monitored and changed so as to solve problems and satisfy needs and the changes should be agreed by the employees and implemented according to a timetable. Bacal (2007) indicates that the change of the PAS should not be imposed upon the employees. The employees should be involved in the change so that the organisational and individual needs are satisfied, the resistance is minimised and the support and commitment are maximised. According to Bretz et al (1992), the opinion of employees is necessary because performance appraisals are an applied subject and they influence human behaviour. Geoff (1994) indicates that for purposes of aligning the individual with the organisational goals the employees should be consulted before designing the PAS and the PAS should be sold to them before implementing it. According to CMI (2006), the employees should understand the purpose and process of the PAS. D'Netto (2004) indicates that the employees should understand and agree the purpose and process of the PAS. Heskett (2006) indicates that when the employees understand and agree the purpose and process of the PAS the organisational and individual benefits of performance, pay and career are aligned and the employees like performance appraisals and spend time on them instead of finding them difficult and unproductive.

Nykodym (1996) indicates that each organisation should design its own PAS so as to support its own objectives and the employees should understand and agree the purpose and functions of the PAS as well as their role and they should believe in the usefulness of the system. In order to enhance the effectiveness of performance appraisals and avoid the design and implementation problems the PAS should be accepted by the users and it should satisfy their needs, the employees should state their position, the plans should be discussed and the appraisers should be willing, skilled and trained. Daley (1992) indicates that the PAS must be supported by the employees. According to CIPD (2007), the PAS must be supported by the employees. The right way to conduct appraisals depends on the organisation and the people. Faizal (2005) indicates that the implementation of performance appraisals is affected by cultural, organisational and political factors. According to Milkovich et al (1991), the performance appraisal and pay systems should be consistent with the culture and context (organisational and environmental factors) e.g. structure, personnel system, management styles, goals, performance definition, technology, unions, economic climate, legal and political issues. Bacal (2007) indicates that an effective PAS is the right system in the right context e.g. a system which is based on openness and participation is inconsistent with a culture in which conflict, change and learning are avoided. However, a PAS can change the culture and still be effective.

#### 7.2.4 - Using the Performance Under the PAS for Determining the Performance Related Rewards Under the Reward System and the Performance Related Pay Under the Salary System

##### 7.2.4.1 - Recognition (Monetary and Non-Monetary Rewards)

###### Information provided by the respondents (questionnaire)

Almost all of the questionnaire respondents (1=60/93=65%, 2=31/93=33%; 1&2=98%) believed that recognition motivated performance improvement. Two respondents (5=2/93=2%) believed that recognition did not motivate performance improvement.

Almost all of the questionnaire respondents (1=60/93=65%, 2=32/93=34%; 1&2=99%) wanted to be recognised for the work that they performed i.e. the recognition of performance was very significant or significant. One respondent (3=1/93=1%) was neutral or did not know whether he/she wanted to be recognised for the work that he/she performed.

Most of the questionnaire respondents (4=38/93or38/92=41%, 5=20/93or20/92=21%or22%; 4&5=62%or63%) were not recognised for the work that they performed i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=8/93or8/92=9%, 2=14/93or14/92=15%; 1&2=24%) were recognised for the work that they performed i.e. the current PAS was very effective or effective. Some of the respondents (3=12/93or12/92=13%) were neutral or did not know whether they were recognised for the work that they performed.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 23% (21/93) of the respondents was enhanced or stayed the same and the performance of 62% (58/93) of the respondents was reduced or stayed the same. The effect on performance of 15% (14/93) of the respondents was uncertain.

Most of the questionnaire respondents (1=25/93 or 25/90=27% or 28%, 2=36/93 or 36/90=39% or 40%; 1&2=66% or 68%) wanted to be rewarded with monetary rewards i.e. the monetary rewards were very significant or significant. Some of the respondents (4=9/93 or 9/90=10%, 5=3/93 or 3/90=3%; 4&5=13%) did not want to be rewarded with monetary rewards i.e. the monetary rewards were insignificant or very insignificant. Some of the respondents (3=17/93 or 17/90=18% or 19%) were neutral or did not know whether they wanted to be rewarded with monetary rewards.

Most of the questionnaire respondents (4=28/93 or 28/91=30% or 31%, 5=42/93 or 42/91=45% or 46%; 4&5=75% or 77%) were not rewarded with monetary rewards i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=3/93 or 3/91=3%, 2=7/93 or 7/91=8%; 1&2=11%) were rewarded with monetary rewards i.e. the current PAS was very effective or effective. Some of the respondents (3=11/93 or 11/91=12%) were neutral or did not know whether they were rewarded with monetary rewards.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 21% (20/93) of the respondents was enhanced or stayed the same and the performance of 51% (47/93) of the respondents was reduced or stayed the same. The effect on performance of 28% (26/93) of the respondents was uncertain.

Most of the questionnaire respondents (1=16/93 or 16/90=17% or 18%, 2=29/93 or 29/90=31% or 32%; 1&2=48% or 50%) wanted to be rewarded with non-monetary rewards i.e. the non-monetary rewards were very significant or significant. Some of the respondents (4=12/93 or 12/90=13%, 5=6/93 or 6/90=7%; 4&5=20%) did not want to be rewarded with non-monetary rewards i.e. the non-monetary rewards were insignificant or very insignificant. Some of the respondents (3=27/93 or 27/90=29% or 30%) were neutral or did not know whether they wanted to be rewarded with non-monetary rewards.

Most of the questionnaire respondents (4=32/93 or 32/89=34% or 36%, 5=28/93 or 28/89=30% or 31%; 4&5=64% or 67%) were not rewarded with non-monetary rewards i.e. the current PAS was ineffective or very ineffective. A few respondents (1=2/93 or 2/89=2%, 2=6/93 or 6/89=7%; 1&2=9%) were rewarded with non-monetary rewards i.e. the current PAS was very effective or effective. Some of the respondents (3=21/93 or 21/89=23% or 24%) were neutral or did not know whether they were rewarded with non-monetary rewards.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 20% (19/93) of the respondents was enhanced or stayed the same and the performance of 38% (35/93) of the respondents was reduced or stayed the same. The effect on performance of 42% (39/93) of the respondents was uncertain.

#### Respondents' comments

The following comments were made by six questionnaire respondents in relation to recognition (monetary and non-monetary rewards):

-“There should also not be any discrimination between the staff based at the headquarters and the staff based abroad (permanent or non-permanent)”.

-“Unfortunately, the situation at CTO is such that the only immediate remedy applicable (until a proper scientific PAS is employed: objectivity, measurement and performance) is the reversal of the 3 main promotion criteria i.e. reversing the current totally elastic criteria into totally inelastic and measurable criteria; current situation: i) value or quality (performance) of appraisee=totally elastic (subjective), ii) academic

qualifications of appraisee=semi-elastic, iii)seniority of appraisee=totally inelastic (objective); emergency/crisis solution: i)to carry a weight of 10%, ii)to carry a weight of 30%, iii)to carry a weight of 60%”.

-“CTO and the trade unions should look into the possibility of taking into account the additional qualifications which are related to the position and tasks of each employee and which are not currently recognised either in terms of salary (e.g. increments) or in terms of career progression/position upgrade (e.g. promotion)”.

-“The appraisal system of CTO should have provided incentives (not necessarily monetary rewards) so that the employees would perform to their maximum capacity during the execution of their work”.

-“It is very important for employees to receive intrinsic rewards; they are a powerful incentive for purposes of maintaining and improving our performance”.

-“Suggestions and initiatives should be praised and rewarded and employees should be given the opportunity to take initiative and make suggestions”.

#### Information provided by the interviewees (interviews)

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that recognition/rewards motivated performance improvement.

All of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) wanted to be rewarded i.e. the rewards over and above the salary (monetary, non-monetary or both) were extremely significant (5/25=20%), very significant (19/25=76%, 9/10=90%) or significant (1/25=4%, 1/10=10%). The types of reward and the types of reward package that were suggested by the interviewees are discussed below.

Almost all of the interviewees (appraiser interviews: 24/25=96%, preliminary interviews: 10/10=100%) believed that rewards over and above the salary (monetary, non-monetary or both) were not provided i.e. the current PAS was ineffective or very ineffective. One interviewee (appraiser interviews: 1/25=4%) believed that rewards over and above the salary (monetary, non-monetary or both) were provided i.e. the current PAS was effective.

Almost all the interviewees (appraiser interviews: 24/25=96%, preliminary interviews: 7/10=70%) believed that the current situation (not provided with rewards) reduced their performance and a few interviewees (preliminary interviews: 3/10=30%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if rewards were provided. One interviewee (appraiser interviews: 1/25=4%) believed that the current situation (provided with rewards) increased his/her performance.

#### Summary of the interviewees’ comments

The following were also mentioned by the interviewees in relation to recognition (monetary and non-monetary rewards):

-The promotions are recommended by the Director General but they are approved by the Board of Directors. The promotion competition is intense because the number of promotions at any point in time is restricted to the number of vacant positions (a position becomes vacant when its holder retires or is promoted to another position).

-The promotions are determined by the following criteria: assessments, academic qualifications and seniority. The assessments or the level of performance is almost the same for everybody since almost all the ratings are “excellent”. The academic qualifications or the level of knowledge is more or less the same for everybody since

the qualifications that are required for most positions are similar (the qualifications that are acquired after recruitment are not officially taken into account). The seniority or the level of experience is different for each employee since the years of service of each employee are usually different (unless there are employees who are recruited on the same date). Therefore, the promotions are based on seniority instead of performance i.e. promoting the most senior employees irrespective of their performance.

-Distortion of ratings (e.g. “excellent” ratings) is probably inevitable because the PAS is used exclusively for purposes of promotions. The ratings become problematic because they determine promotions and the promotions become problematic because they are based on problematic ratings. When the promotions are problematic there is ineffective allocation of human resources since the employees who are promoted are not suitable. The employees who are not promoted and deserve to be promoted are naturally demotivated and demoralised and their performance deteriorates as their career is put on hold.

-The PAS should be used for purposes of performance so that the ratings are not problematic and they reflect true performance. The promotions should be based on performance (i.e. promoting only the employees who have enhanced their performance) not only for purposes of fairness (especially for the high performers) but also for purposes of organisational effectiveness since the high performers who will be promoted will successfully organise and carry out the work (unlike the low performers).

-The criterion of performance (assessments) takes into account the criteria of seniority and qualifications because the aspects of experience and knowledge that influence performance are inevitably reflected in performance. Therefore, the promotions should be based only on the employees’ performance.

-The promotions can be based only on the employees’ performance provided the ratings are not problematic and they reflect true performance. However, when the ratings do not reflect true performance, the criterion of seniority should carry a greater weight than the criteria of qualifications and performance. The weight for the performance criterion should be calculated on the basis of a minimum number of “excellent” ratings over a certain number of years.

-Even though promotion is available under the current reward system (the only available reward), there are employees who are never promoted. The employees who deserve to be recognised for their achievements and/or effort are not usually recognised (e.g. they are not provided with positive feedback) and their effort (e.g. unpaid overtime) is not taken into account during their assessment. The lack of rewards leads to demotivation, indifference, disappointment, low morale and deterioration of performance.

-The assessments which correspond to the earlier years of service (e.g. 10-15 years of service before an employee qualifies for a promotion) are meaningless since they are not taken into account for purposes of promotion (only the last 5 years after qualifying for a promotion are taken into account). During those earlier years, the employees (e.g. new employees) are not motivated to improve their performance since they know that they have to wait for several years (seniority) before their assessments are taken into account for purposes of promotion. The promotion system is demotivating and it should change. In the meantime, the employees can be motivated to improve their performance if the salary system is amended e.g. the salary increments can be distributed on a more frequent basis provided the employees improve their

performance (their assessments will be taken into account for purposes of salary increments).

-The limited career progression (promotion) and rewards (e.g. bonus) in the public sector demotivate also those who have reached the top of the hierarchy since they are not rewarded even if their ratings are “excellent” and even if they are high performers (they are not entitled to another promotion as they have reached the top of the hierarchy). The public sector benefits (e.g. timetable) cannot substitute the rewards because they do not motivate the employees in the same way that rewards do (the benefits are not based on performance).

-Recognition is significant because people want and like to be recognised for their effort and achievements (reassurance is part of human nature). Recognition is also part of the Cypriot culture since Cypriot employees expect a reward in return for the work they perform. Therefore, the appraisal systems which ignore this aspect are bound to fail.

-The reward system should not be subject to abuse, misuse or bias, it should be supported by the administration system and its principles should be clearly defined, communicated and applied.

-Sufficient and suitable rewards should be provided for purposes of maximising fairness, morale, performance and healthy competition and minimising hostility, conflict and stress.

-The rewards and penalties should be suitable and they should be provided and enforced at the right time (immediacy) for purposes of improving performance.

-The non-monetary rewards (e.g. “thank you or well done” for performing during an emergency and under a tight deadline) have a positive impact, they can be very important and sometimes more important than monetary rewards and they can be easily implemented even under the current PAS. They are small in terms of monetary value but they have a powerful motivating effect which derives from intrinsic satisfaction i.e. the employees’ morale is boosted and they are motivated to enhance their performance because their effort is appreciated and recognised.

-The non-monetary rewards are not important for the employees who do not seek job satisfaction and who are working only because they have to make a living.

-The employees can be rewarded with the following monetary and non-monetary rewards: promotion, bonus, prizes/awards, subsidisation of studies, free holiday/trip, extra holiday, time off, extra maternity leave, training, business trips, attending a tourist exhibition, working environment (e.g. not sharing an office with other colleagues), child attendance facilities, flexible timetable, working from home, positive feedback and involvement, empowerment, acknowledgement, public appreciation, respect and appreciation, dignity, human touch.

-The promotions are necessary because of the current hierarchical structure (superior-subordinate management instead of horizontal management). The human resources are effectively allocated (having the right people at the right places) when the promotions are based on performance. The additional responsibilities and upgraded duties that come with promotions are motivating and welcome by the employees (a challenge for those who perform) as they are a sign of being trusted to do a good job. The employees who are promoted have the opportunity to be more creative, to contribute even more, to utilise their potential and to develop themselves. The promotions lead to high levels of motivation, commitment, performance, self-esteem and job satisfaction (especially for the high performers) because the employees are recognised for performing well in their current duties and for their potential to perform well in their new duties. Some people consider the promotion as the most



important reward because its positive impact is more powerful than the impact of the non-monetary rewards and other monetary rewards. The employees who are promoted have more powers, authority, autonomy, independence, status and prestige (especially important during high level representations) and they earn more money (they are compensated for the extra time and effort which are required for their new duties).

-The bonus is an incentive that can make a difference especially to employees who are not paid a high salary. It is compatible with the performance related pay as well as the guaranteed salary system. It should operate according to specific and objective criteria for purposes of fairness. It should be related to performance and the achievement of goals (organisational value) and it could be implemented on an individual or group basis. The bonus system that will be introduced should be pilot tested so as to establish its suitability and feasibility (e.g. it may be suitable for an organisation in the private sector but unsuitable for an organisation in the public sector).

-The incentives of training and business trips can have a positive impact on the employees and the organisation and they can be easily implemented even under the current PAS.

-Working from home (with a minimum number of hours at the office) can be more productive than working at the office. Working from home is a feasible incentive when the work can be monitored and measured.

-The incentive of positive feedback and involvement has a powerful motivating effect. When the employees' suggestions are considered, processed and evaluated and they are informed about the outcome (positive or negative), the employees are satisfied and encouraged to continue the good work i.e. effort in providing ideas, making use of opportunities and solving problems (improvement of organisational performance).

-Empowerment is achieved through the decentralisation of powers and authority (e.g. more powers to employees who perform well in their duties) and the participation of employees in the decision making and the setting of goals. It does not cost anything and leads to high levels of motivation, commitment, responsibility, performance and morale.

-Acknowledgement (orally and/or in writing) does not cost anything and leads to high levels of motivation, performance and morale because people like to be recognised for their achievements. The employees' achievements can be acknowledged in different ways e.g. a congratulations letter by the Board of Directors, a diploma of performance excellence.

-Public appreciation leads to high levels of motivation, performance and job satisfaction (people like to be recognised for their effort and achievements) and improves the organisational image. The employees can be publicly appreciated for different reasons and in different ways e.g. employee of the year/month in the CTO magazine, a prize for exceptional performance during a special event (it can act as an example for the rest of the employees), a gift to the employees who are retiring during a special event.

#### Information provided by the interviewees (interviews)

The following are the preferences of the interviewees (appraiser interviews and preliminary interviews: 25+10=35) in relation to each type of reward as well as each type of reward package:

##### Types of reward

-promotion:  $35/35=100\%$

-acknowledgement:  $28/35=80\%$

-bonus:  $25/35=71\%$

- public appreciation: 10/35=29%
- empowerment: 9/35=26%
- free holiday/trip and other similar incentives e.g. extra holiday, time off: 4/35=11%
- training: 4/35=11%
- prizes/awards: 2/35=6%
- flexible timetable: 2/35=6%
- working from home: 2/35=6%
- positive feedback and involvement: 2/35=6%
- business trips: 2/35=6%
- subsidisation of studies: 1/35=3%
- attending a tourist exhibition: 1/35=3%
- intrinsic rewards/motivators: 1/35=3%
- respect and appreciation: 1/35=3%
- human touch: 1/35=3%
- dignity: 1/35=3%.

#### Types of reward package

- promotion, bonus, acknowledgement, public appreciation: 5/35=14%
  - promotion, bonus, acknowledgement: 5/35=14%
  - promotion, bonus: 4/35=11%
  - promotion, acknowledgement, empowerment: 3/35=9%
  - promotion, acknowledgement, empowerment, positive feedback, human touch: 1/35=3%
  - promotion, bonus, acknowledgement, public appreciation, positive feedback and involvement: 1/35=3%
  - promotion, bonus, acknowledgement, public appreciation, time off, flexible timetable, working from home: 1/35=3%
  - promotion, bonus, acknowledgement, public appreciation, awards, training: 1/35=3%
  - promotion, bonus, acknowledgement, public appreciation, empowerment: 1/35=3%
  - promotion, bonus, acknowledgement, empowerment: 1/35=3%
  - promotion, bonus, acknowledgement, empowerment, training, business trips: 1/35=3%
  - promotion, bonus, acknowledgement, training, subsidisation of studies: 1/35=3%
  - promotion, bonus, acknowledgement, prizes, intrinsic rewards/motivators: 1/35=3%
  - promotion, bonus, flexible timetable, working from home: 1/35=3%
  - promotion, bonus, dignity: 1/35=3%
  - promotion, bonus, free holiday/trip and other similar incentives: 1/35=3%
  - promotion, acknowledgement, empowerment, training, business trips: 1/35=3%
  - promotion, acknowledgement, empowerment, extra holiday: 1/35=3%
  - promotion, acknowledgement, attending a tourist exhibition, free holiday trip/ extra holiday: 1/35=3%
  - promotion, acknowledgement, respect and appreciation: 1/35=3%
  - promotion, acknowledgement, public appreciation: 1/35=3%
  - promotion, acknowledgement: 1/35=3%.
- [total: 102% instead of 100% due to rounding].

According to the interviewees, the most popular types of reward are promotion, acknowledgement and bonus. The other popular types of reward are public appreciation and empowerment. Each of the rest of the types of reward (see above) is preferred by four, two or one interviewee. There are 18 types of reward out of which 5 are monetary and 13 are non-monetary. The most popular types of reward package are

“promotion, bonus, acknowledgement, public appreciation”, “promotion, bonus, acknowledgement”, “promotion, bonus” and “promotion, acknowledgement, empowerment”. Each of the rest of the types of reward package (see above) is preferred by one interviewee. There are 22 types of reward package and almost all of them are a mixture of both monetary and non-monetary rewards (2 reward packages consist of monetary rewards only). All the reward packages include the reward of promotion. The number of rewards in each package ranges from 2 to 7 but most packages consist of 3, 4 or 5 rewards.

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance-Recognition	✓	✓
Significance-Monetary Rewards	✓	Most Respondents: ✓ Some Respondents: ✗
Significance-Non-Monetary Rewards	✓	Many Respondents: ✓ Some Respondents: ✗
Recognition/Rewards-Motivation for Performance Improvement	✓	✓
Current Situation-Recognition, Monetary Rewards, Non-Monetary Rewards (existence: ✓/lack: ✗)	✗	Most Respondents: ✗ Some Respondents: ✓
Performance-Recognition, Monetary Rewards, Non-Monetary Rewards	Not Enhanced	Most Respondents: Not Enhanced Some Respondents: Enhanced

Significance: Inconsistency, Current Situation: Inconsistency  
 (the significance inconsistency {the interviewees’ need for rewards was greater than that of the respondents} could possibly be explained by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible; however, the inconsistency in relation to the monetary rewards {the respondents’ preference for monetary rewards only was higher than that of the interviewees} could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisees who are on lower scale positions than the appraisers have a greater need for monetary rewards because they earn less money)  
 (the current situation inconsistency could possibly be explained by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible; in addition, the inconsistency could possibly be explained by an assumption that might have been made by some respondents i.e. they have answered that rewards were provided because they might have assumed that

salary was part of the rewards; this assumption was not made by the interviewees because of the interactive nature of the interviews i.e. I had the opportunity to explain the different types of reward and what they meant {i.e. over and above the salary} and the interviewees had the opportunity to ask questions and make an informed decision; if the respondents had this opportunity more respondents might have believed that rewards over and above the salary were not provided {especially monetary rewards because a bonus scheme was not employed by the current reward system and the promotions were limited}}

(the above inconsistencies are reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)

Both the questionnaire respondents and the interviewees believed that recognition/rewards motivated performance improvement.

Both the questionnaire respondents and the interviewees wanted to be recognised for the work that they performed. All the interviewees wanted to be rewarded (over and above the salary) with monetary and/or non-monetary rewards (almost all interviewees wanted both types of reward). Most questionnaire respondents wanted to be rewarded with monetary rewards, many questionnaire respondents wanted to be rewarded with non-monetary rewards (many respondents wanted both types of reward but some respondents wanted monetary rewards only) and some respondents did not want to be rewarded with monetary or non-monetary rewards. According to the above, the interviewees' need for rewards was greater than that of the respondents and the respondents' preference for monetary rewards only was higher than that of the interviewees. The inconsistency between the findings of the questionnaire and the findings of the interviews could possibly be explained by some respondents who wanted to be rewarded with monetary and/or non-monetary rewards and might have not read carefully the statements (inc. the definitions) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 1 or 2-“agree” they circled number 5, 4 or 3-“disagree” or “neutral/don't know”). However, the inconsistency in relation to monetary rewards could possibly be explained by the fact that the participants for the interviews were mostly appraisers whereas the participants for the questionnaire were mostly appraisees e.g. the appraisees who are on lower scale positions than the appraisers have a greater need for monetary rewards because they earn less money.

Almost all the interviewees believed that rewards over and above the salary (monetary, non-monetary or both) were not provided. Most questionnaire respondents believed that they were not recognised for the work that they performed i.e. they were not rewarded with monetary and/or non-monetary rewards. The inconsistency between the findings of the questionnaire and the findings of the interviews could possibly be explained by some respondents who were not recognised for the work that they performed (they were not rewarded with monetary and/or non-monetary rewards) and might have not read carefully the statements (inc. the definitions) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-“disagree” they circled number 1, 2 or 3-“disagree” or “neutral/don't know”). In addition, the inconsistency could possibly be explained by the fact that during the interviews I had the opportunity to explain the different types of reward and what they meant (i.e. over and above the salary) and the interviewees had the opportunity to ask questions and make an informed decision. The questionnaire contained a brief explanation of the different types of reward (in the same way as the interview checklist) but because of the non-interactive nature of the questionnaire the

different types of reward were not explained and discussed with the respondents; therefore, it is possible for some respondents to have answered that rewards were provided because they assumed that salary was part of the rewards. If the above opportunity was available to the respondents (as in the case of the interviewees), more respondents might have believed that rewards over and above the salary were not provided (especially monetary rewards because a bonus scheme was not employed by the current reward system and the promotions were limited). If the above opportunity was not available to the interviewees (as in the case of the respondents), the interviewees might have made the same assumption and believed that rewards were provided.

Despite the above final inconsistency, the findings of the questionnaire and the findings of the interviews are to a great extent consistent with each other. The consistency is partly justified by the corrections on some of the findings of the questionnaire. As explained in chapter 6, some of the respondents' answers would not make sense if they were not corrected i.e. the corrections were necessary for purposes of enhancing the validity and reliability of the data. If the data were not corrected valid conclusions would not be drawn e.g. not ascertaining the true degree of consistency between the interviews and questionnaire findings. According to the factors which were taken into account for the corrections of the data (see chapter 6 for more details e.g. highest frequencies, my knowledge and experience, interview findings), the most reasonable option which guided most of the corrections was the lack of recognition (lack of monetary and/or non-monetary rewards over and above the salary). The interview findings also indicated the high frequency of the lack of rewards (appraiser interviews: 24/25=96%, preliminary interviews: 10/10=100%). The findings of the questionnaire and the findings of the interviews would have been more inconsistent with each other if the data were corrected in a different way i.e. the provision of rewards guiding most of the corrections or the provision of rewards guiding half of most of the corrections and the lack of rewards guiding the other half of most of the corrections. Under the first scenario, the provision of rewards would have increased to 52 cases (22+30 corrections=52) and the lack of rewards would have decreased to 28 cases (58-30 corrections=28). Under the second scenario, the provision of rewards would have increased to 37 cases (22+15 corrections=37) and the lack of rewards would have decreased to 43 cases (58-15 corrections=43). Under the first scenario, the frequency of the lack of rewards is lower than the frequency of the provision of rewards. Under the second scenario, the frequency of the lack of rewards is higher than the frequency of the provision of rewards but the difference between the two is not material. Therefore, it can be concluded that under these alternative scenarios there is an inconsistency between the interviews and questionnaire findings. The inconsistency under the above scenarios cannot be justified. Irrespective of any justification, the above scenarios are not as realistic as the scenario which was actually adopted (lack of recognition/rewards) for the reasons explained earlier.

In the case of the interviews, the performance of almost all of the interviewees (97%=34/35) was not enhanced (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, the performance of only most of the respondents (51%-average=62%+51%+38%/3) was not enhanced. In the case of the interviews, the performance of only one interviewee (3%=1/35) was enhanced whereas in the case of the questionnaire, the performance of some of the

respondents (21%-average= $23\%+21\%+20\%/3$ ) was enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 97% of the interviewees and 72% (51% + 21%) of the respondents was not enhanced and the performance of 3% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the belief (significance) and current situation (effectiveness) inconsistencies which are explained above as well as the non-response and neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain).

Overall findings

According to the preceding analysis and irrespective of the inconsistencies (belief/significance, current situation/effectiveness and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire:  $35+93=128$ ):

-Almost all participants believed that recognition/rewards motivated performance improvement. Two participants believed that recognition/rewards did not motivate performance improvement. Almost all participants wanted to be recognised for the work that they performed. Most participants wanted to be rewarded with monetary and/or non-monetary rewards. Some participants did not want to be rewarded with monetary and/or non-monetary rewards.

-Most participants believed that they were not recognised for the work that they performed. Some participants believed that they were recognised for the work that they performed. Most participants believed that rewards (monetary, non-monetary or both) were not provided. Some participants believed that rewards (monetary, non-monetary or both) were provided.

-Most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then almost all participants' performance was not enhanced and the performance of one participant was enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance-Recognition	✓
Significance-Monetary Rewards	Most Participants: ✓ Some Participants: ✗
Significance-Non-Monetary Rewards	Most Participants: ✓ Some Participants: ✗
Recognition/Rewards-Motivation for Performance	✓

Improvement	
Current Situation-Recognition, Monetary Rewards, Non-Monetary Rewards (existence: ✓/lack: ✗)	Most Participants: ✗ Some Participants: ✓
Performance-Recognition, Monetary Rewards, Non-Monetary Rewards	Most Participants: Not Enhanced Some Participants: Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the following: according to the findings in chapter 4, the monetary and non-monetary rewards were not considered as non-significant and the appraisees were not recognised (monetary or non-monetary rewards were not provided apart from promotions which were limited); in the case of certain organisations in the private sector in Cyprus, the appraisees were recognised (mainly monetary rewards over and above the salary which were performance related) (the above inconsistencies are reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

- some participants did not want to be rewarded with monetary and/or non-monetary rewards (this finding is not part of the findings in chapter 4)
- some participants believed that they were recognised for the work that they performed (this finding is part of the findings in chapter 4 but only in relation to the reward of promotion)
- some participants believed that rewards (monetary, non-monetary or both) were provided (this finding is part of the findings in chapter 4 but only in relation to the reward of promotion).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
Significance of the	✓:Recognition	✓	✓

<p>Recognition for the Work that Is Performed</p> <p>(Monetary Rewards, Non-Monetary Rewards)</p> <p>(Motivation for Performance Improvement)</p> <p>(necessity of recognition: it provides the employees with reassurance) (necessity of reassurance: it is part of the culture and human nature)</p>	<p>Monetary &amp; Non-Monetary Rewards:</p> <p>✓:Most Participants</p> <p>✗:Some Participants</p> <p>✓:Motivation for Performance Improvement</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>Participants' Non-Preference for Monetary &amp; Non-Monetary Rewards (these participants are most likely the respondents who must have made a mistake: they wanted to be rewarded but they erroneously answered that they do not want to be rewarded since in the previous questions they answered that they wanted to be recognised and that recognition/rewards motivated performance improvement)</p>
<p>Monetary Rewards (examples: promotion, bonus)</p>	<p>✓</p>	<p>✓ Monetary</p>	<p>✓ Monetary Rewards</p>



		Rewards (ranking: ranking the employees for promotion purposes)	(the monetary rewards can be provided to all the appraisees who meet their performance targets but as it is most likely for monetary rewards to be limited the appraisees should be ranked so that the available monetary rewards are awarded to the appraisees with the highest performance)
Non-Monetary Rewards (the non-monetary rewards are sometimes more important than the monetary rewards because of the intrinsic satisfaction and the powerful motivation they provide) (examples: acknowledgement, public appreciation, empowerment)	✓		✓ Non-Monetary Rewards (the non-monetary rewards should be provided to all the appraisees who meet their performance targets)
Current Situation: Lack of Recognition (Monetary Rewards, Non-Monetary Rewards) & Demotivation & Reduction in Performance	✓:Most Participants  ✗:Some Participants	✓	✓ Participants' Opinion about the Provision of Monetary & Non-Monetary Rewards (these participants are most likely the respondents who must have erroneously assumed that the salary was part of the rewards or the respondents who must have made a mistake: they were not recognised but they erroneously answered that they were recognised since the promotion, which is limited, is currently the only available reward over and above the salary)

<p>Current Situation: Deficient Reward System (the current reward system is deficient: the only reward that is available is that of promotion and even that is limited)</p>	✓	✓	✓
<p>Current Situation: Promotions &amp; Distortion of Ratings (the promotions are not based on the true performance because the current PAS is used exclusively for purposes of promotions: distortion of ratings e.g. “excellent” ratings)</p>	✓	✓	<p>✓ Current Situation: Promotions &amp; Distortion of Ratings (even though the current promotion system is based on the current PAS and they are separate systems, the distortion is not minimised because the current PAS is used exclusively for promotions and its features are insufficient in relation to the reflection of true performance)</p>
<p>Current Situation: Loopholes of the Current PAS: Distortion of Ratings (there are no legal remedies for the distortion of ratings because according to the regulations the assessments are conducted as they should)</p>	✓		<p>✓ Current Situation: Loopholes of the Rating Scales Method: Distortion of Ratings (the distortion cannot be legally challenged because according to the rating scales method under the current PAS the assessments are conducted as they should)</p>
<p>Current Situation: Ineffective Utilisation of Human Resources (Promotions &amp; Distortion of Ratings)</p>	✓	<p>✓ Current Situation: Ineffective</p>	<p>✓ Current Situation: Lack of Motivation for Improving Performance</p>

(the promotions are problematic because they are based on distorted ratings)		Utilisation of Human Resources (Promotions & Distortion of Ratings) (the high performers are not obvious, the high performers are not promoted, the promotions are based on seniority)	due to the Lack of Performance Related Rewards & Ineffective Utilisation of Human Resources (Promotions & Distortion of Ratings) (the promotions are based on assessments which do not reflect the true performance) (the low performers are promoted for deteriorating or not improving performance: dysfunctional behaviour)
Effective Utilisation of Human Resources: Rewards & Non-Distortion of Ratings (the promotions/rewards are not problematic when they are based on the true performance: non-distortion of ratings)	✓	✓	✓ Effective Utilisation of Human Resources: Rewards & Non-Distortion of Ratings (the human resources can be effectively utilised when the reward system is based on an effective PAS i.e. the promotions and other rewards are based on assessments which reflect the true performance; a valid, reliable and fair basis)
Rewards & Qualifications/Seniority (the basis of true performance makes the criteria of qualifications and seniority under the current reward/promotion system redundant since they are already reflected in performance)	✓		✓ Rewards & Qualifications/Seniority (the reward system should not be based on the appraisees' qualifications and seniority as the appraisees' knowledge and experience are reflected in their performance)
Assessment on the Basis of Goals: Non-Distortion of Ratings (objective/fair/accurate measurement:	✓	✓	✓ The Goals Method is a Fair/Valid/ Reliable Basis for Assessing/

true performance through fact-based evidence)			Improving/ Rewarding Performance (the distortion of ratings is minimised)
Motivation for Performance Improvement through Performance Related Rewards (Non-Distortion of Ratings)	✓	✓ Motivation for Performance Improvement through Performance Related Rewards (Non-Distortion of Ratings) (motivation: motivating the employees by linking the goals assessment with the promotions) (separate systems for performance and promotion so as to assess performance fairly, consistently and objectively)	✓ Motivation for Performance Improvement through Performance Related Rewards (Non-Distortion of Ratings) (the rewards should be based on the appraisees' true performance {performance assessments under the PAS} for purposes of motivating performance improvement) (the PAS should be linked to the reward system but the two systems should be separate for purposes of minimising distortion) (the rewards should not be awarded at the same time as the assessments of performance /development for purposes of minimising distortion)
✓ The above are also consistent with the Literature in chapter 3 and chapter 4 e.g. Bruns (1992), Fletcher (2001), D'Netto (2004), Bacal (2007), Furtwengler (2000), Milkovich et al (1991), Deeprise (2006), Katzenbach (2000), Faizal (2005), Finlow-Bates (2000), Kohn (1993), Rasch (2004), Yemm (2005), Elmuti et al (1992), Thompson et al (1999), Beach (1985), Johnson (2004), Mikellidou (2009), Vasiliou (2011), Gray (2002), ACAS (2008), Harvey (1994), Harvard University (2001), Gabris and Ihrke (2001), Daley (1992)			
Overall Consistency			

According to the preceding analysis, the participants believe that recognition/rewards motivate performance improvement. The participants consider the recognition for the work that they perform as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). Most participants consider the monetary and/or non-monetary rewards (mainly the monetary rewards) as a

significant factor and when the factor is not present their performance is not enhanced (and vice versa). Some participants do not consider the monetary and/or non-monetary rewards (mainly the non-monetary rewards) as a significant factor and when the factor is present their performance is not enhanced (and vice versa). As explained earlier, the latter participants are most likely the respondents who must have made a mistake (they want to be rewarded but they erroneously answered that they do not want to be rewarded) since in the previous questions they answered that recognition/rewards motivate performance improvement and that they want to be recognised. According to the participants, recognition is necessary because it provides the employees with reassurance (part of the culture and human nature). The most popular monetary and non-monetary rewards among the participants are the following: promotion, acknowledgement, bonus, public appreciation and empowerment. Certain participants believe that the non-monetary rewards are sometimes more important than the monetary rewards because of the intrinsic satisfaction and the powerful motivation they provide. Most participants believe that they are not recognised for the work that they perform as rewards over and above the salary (monetary, non-monetary or both) are not provided. Some participants believe that they are recognised for the work that they perform as rewards (monetary, non-monetary or both) are provided. As explained earlier, the latter participants are most likely the respondents who must have erroneously assumed that salary is part of the rewards or the respondents who must have made a mistake (they are not recognised but they erroneously answered that they are recognised) since promotion, which is limited, is currently the only available reward over and above the salary. According to the participants, the lack of the factor of rewards at CTO and the consequent demotivation and reduction in performance are caused because the current reward system is deficient i.e. the only reward that is available under the system is that of promotion and even that is limited (e.g. after a certain number of years of service, subject to the number of available vacant positions). The participants believe that the ratings are distorted (e.g. “excellent” ratings) mainly because the current PAS is used exclusively for purposes of promotions and that the promotions are problematic (ineffective utilisation of human resources) because they are based on distorted ratings. The distortion of ratings is not legally substantiated and there are no remedies for it due to the loopholes of the current PAS (according to the regulations the assessments are conducted as they should). The participants believe that the promotions are not problematic (effective utilisation of human resources) when they are based on true performance (non-distortion of ratings); in addition, the basis of true performance makes the criteria of qualifications and seniority under the current reward/promotion system redundant since they are already reflected in performance. They believe that the non-distortion of ratings is possible through the goals assessment (it is the most popular assessment method-see corresponding sub-theme) since it is possible to measure performance against the goals objectively, fairly and accurately (assessing true performance and justifying the assessment through fact-based evidence).

I also consider the recognition (non-monetary and/or monetary rewards over and above the salary) as a significant factor and I agree with the participants’ views. I also believe that recognition/rewards motivate performance improvement as long as the rewards are related to performance (rewards based on assessments which reflect true performance). The PAS and the reward system should be linked but separate systems for purposes of minimising distortion. The reward system should be based on the PAS in relation to the appraisees’ true performance on which the rewards must be based. In

addition, the performance and development assessments under the PAS (see assessment methods sub-theme) must not be conducted at the same time as the award of the rewards under the reward system (recognition for performance). Even though the current reward/promotion system is based on the current PAS and they are separate systems, distortion is not minimised because the current PAS is used exclusively for promotions and its features are insufficient in relation to the reflection of true performance. The distortion cannot be legally challenged due to the loopholes of the rating scales method under the current PAS (the assessments are distorted but according to the rating scales method the assessments are conducted as they should). When a PAS is used primarily for determining salaries and other monetary rewards such as promotions it becomes distorted and politicised and its performance and developmental nature is diluted. The appraisees are motivated by promotions but they are not motivated to improve their performance as the promotions are not related to performance. When the promotions are not related to performance (the promotions are based on assessments which do not reflect true performance) the low performers are not prevented from being promoted. Thus, the human resources are not effectively utilised since the low performers are promoted for deteriorating or not improving performance (promoting dysfunctional behaviour). The human resources can be effectively utilised when the reward system is based on an effective PAS i.e. the promotions and other rewards are based on assessments which reflect true performance (a valid, reliable and fair basis). The goals method is a fair, valid and reliable basis for improving and rewarding performance since the appraisees' true performance can be objectively measured through fact-based evidence. Thus, the current phenomenon of the distortion of ratings (e.g. "excellent" ratings, bias, interpersonal relationships-see corresponding sub-theme) is minimised (when the ratings are distorted and not justified or evidenced the appraisees are not committed or motivated to improve and learn). The reward system should not be based on the appraisees' qualifications and seniority (criteria under the current reward/promotion system) as the appraisees' knowledge and experience are reflected in their performance. The reward system should provide the appraisees with both monetary and non-monetary rewards. The non-monetary rewards should be provided to all the appraisees who meet their performance targets. The monetary rewards can be provided in the same manner as the non-monetary rewards but as it is most likely for monetary rewards to be limited the appraisees must be ranked so that the available monetary rewards are awarded to the appraisees with the highest performance.

The significance of recognition (mainly monetary rewards over and above the salary) has also been indicated in the projects or studies of the government and other public sector organisations in Cyprus (see chapter 4 - e.g. using the PAS exclusively for promotions, the true performance is not reflected, unrealistic phenomenon of "excellent" ratings, the high performers are not obvious, the high performers are not promoted, the promotions are based on seniority, ineffective utilisation of human resources, demotivation, performance deterioration, necessity of the goals assessment for purposes of performance which can be objectively measured, motivating employees by linking the goals assessment with the promotions, separate systems for performance and promotion so as to assess performance fairly, consistently and objectively, ranking employees for promotion purposes, bonus scheme). In addition, performance related recognition (mainly monetary rewards over and above the salary) is part of the current reward system of certain organisations in the private sector in

Cyprus (see chapter 4 - e.g. goals assessment, measurement of performance, career planning).

The insights which are mentioned above are also consistent with the indications of the following authors (see chapter 4 and literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors):

Bruns (1992) indicates that the performance appraisals are critical because by measuring, appraising and rewarding performance the human resources can be managed and the organisation can be controlled. Fletcher (2001) indicates that through the performance appraisals the human resource activities are integrated with the business policies. D'Netto (2004) indicates that the performance appraisals are an opportunity to acknowledge success. Bacal (2007) indicates that the ranking method is justified when the best performers are selected so as to be rewarded. Furtwengler (2000) indicates that recognition, variety, growth, learning, security and participation have a positive effect on job satisfaction. According to Milkovich et al (1991), there are differences between the public and private sector employees in relation to money, non-monetary rewards, job satisfaction, security and commitment. Deeprouse (2006) indicates that the employees can be recognised in many ways (both monetary and non-monetary rewards). The reward criteria need to be specific and measurable so as to inspire peak performance. Katzenbach (2000) indicates that recognition (inc. non-monetary rewards) motivates exceptional performance. The employees must be recognised in proportion to their personal accomplishments (meeting and exceeding their metrics). Faizal (2005) indicates that the institutionalisation of performance appraisals is low when they are not linked to rewards (lack of motivation). According to Deming (in Finlow-Bates (2000)), it is not fair or logical to reward or punish employees as the final result is beyond their control. Kohn (1993) indicates that the reward systems fail due to the premise behind them. Rasch (2004) indicates that the extrinsic rewards are not effective motivators. Yemm (2005) indicates that the employees are not motivated only by salary. According to Elmuti et al (1992; Deming is also cited), the extrinsic rewards are not effective motivators. Thompson et al (1999) indicate that the PAS is distorted and politicised and its developmental nature is diluted when pay is used to create a performance culture. Beach (1985) indicates that the bias of organisational influences is the change of the ratings according to the management use e.g. leniency bias when the ratings are used for pay and promotions (also for maintaining good interpersonal relationships), strictness bias when the ratings are used for developmental purposes. Milkovich et al (1991) indicate that the ratings vary according to their purpose e.g. lenient ratings when they are used for administration purposes, strict ratings when they are used for developmental purposes. Johnson (2004) indicates that the 360 degree feedback method should not be used for purposes of pay or promotion as during this time the feedback tends to be distorted so as to influence the decisions for pay or promotion e.g. avoiding to criticise colleagues so as to maintain good interpersonal relations, providing negative feedback so as to harm colleagues. Mikellidou (2009) indicates that the performance appraisals in the government and the public sector organisations in Cyprus are used for promotion instead of developmental purposes. Vasiliou (2011) indicates that when the ratings are "excellent" performance is not enhanced and the most suitable employees are not promoted as the high and low performers are not obvious. Gray (2002) indicates that the performance appraisals are flawed as they are not objective (distorted by appraiser bias). Therefore, trying to link appraisals to pay and rewards so as to motivate higher

performance is only a waste of time. Milkovich et al (1991) indicate that the appraisals and rewards need to be kept under separate systems as they serve different purposes. According to ACAS (2008), the performance appraisals should be linked to the rewards but they should be kept under separate systems and the rewards should not be awarded at the same time as the conduct of the appraisals. Harvey (1994) indicates that the evaluation for pay should be integrated with the evaluation for performance but the two evaluations should be kept separate from each other and they should not be conducted at the same time. Furtwengler (2000) indicates that the performance appraisals and salary reviews should be kept separate from each other. According to Harvard University (2001), performance measures can be linked to punishments and rewards when the measures are fact-based (accuracy). Gabris and Ihrke (2001) indicate that the rewards can be based on performance when performance is measured in a routine and objective way. Milkovich et al (1991) indicate that one of the objectives of performance appraisals is to assess or measure performance accurately. Even though the motivational possibilities of performance appraisals are qualified (limitation of inaccuracy which is present in all judgements), the employees are motivated to perform provided they believe that the performance appraisals are a reasonable estimate of how they performed (credible appraisers who appraise performance accurately because they know the employees' work and they are honest), the performance criteria are concrete and the employees participate in the setting of goals. According to Daley (1992), the management by objectives is an objective method through which measurement of performance is possible.

#### 7.2.4.2 - PRP (Performance Related Pay)

##### Information provided by the respondents (questionnaire)

Many questionnaire respondents (1=17/93 or 17/88=18% or 19%, 2=35/93 or 35/88=38% or 40%; 1&2=56% or 59%) were in favour of PRP as a basis of payment i.e. the PRP was very significant or significant. Some of the respondents (4=12/93 or 12/88=13% or 14%, 5=7/93 or 7/88=8%; 4&5=21% or 22%) were not in favour of PRP as a basis of payment i.e. the PRP was insignificant or very insignificant. Some of the respondents (3=17/93 or 17/88=18% or 19%) were neutral or did not know whether they were in favour of PRP as a basis of payment.

The questionnaire respondents were not asked to give an opinion on whether the PRP was actually the basis of their salary because the PRP was not employed at CTO (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was very ineffective. If the questionnaire respondents were asked to give an opinion they would all (5=93/93=100%) have answered that the basis of their salary was not the PRP.

According to the above, it can be concluded (see chapter 6 and appendices 34 and 40 for more details) that the performance of 21% (19/93) of the respondents was enhanced or stayed the same and the performance of 56% (52/93) of the respondents was reduced or stayed the same. The effect on performance of 23% (22/93) of the respondents was uncertain.

##### Information provided by the interviewees (interviews)

Most of the interviewees (appraiser interviews: 22/25=88%, preliminary interviews: 6/10=60%) were in favour of PRP (salary on the basis of performance) i.e. the PRP was very significant (13/25=52%, 5/10=50%) or significant (9/25=36%, 1/10=10%). The interviewees were in favour of PRP provided the conditions which they specified



were met (see interviewees' comments below for more details). In case it was difficult to implement the PRP and meet the conditions which they specified then they would prefer the current guaranteed salary. Some interviewees (appraiser interviews: 3/25=12%, preliminary interviews: 4/10=40%) were not in favour of PRP but in favour of the current guaranteed salary i.e. the PRP was not significant. However, the interviewees believed that it was significant or very significant for additional rewards over and above the salary (e.g. promotion) to be based of performance (the employees would be motivated to work even harder).

The interviewees were not asked to give an opinion on whether the PRP was actually the basis of salary because the PRP was not employed at CTO (also confirmed by my experience as an appraiser and an appraisee) i.e. the current PAS was very ineffective. If the interviewees were asked to give an opinion they would all (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) have answered that the basis of salary was not the PRP. The most important employee privileges in the government and the public sector organisations are the job security and the guaranteed salary i.e. not related to performance.

Many interviewees (appraiser interviews: 16/25=64%, preliminary interviews: 2/10=20%) believed that the current situation (the PRP not employed at CTO) reduced their performance and some interviewees (appraiser interviews: 9/25=36%, preliminary interviews: 6/10=60%) believed that their performance did not increase or decrease (no effect on performance). In both cases, the interviewees believed that they were not performing to their maximum capacity and their performance would increase if the PRP was introduced; however, a few interviewees (those who were not in favour of PRP) believed that their performance would increase if additional rewards over and above the salary (monetary, non-monetary or both) were provided and related to performance. Two interviewees (preliminary interviews: 2/10=20%) believed that the current situation (the PRP not employed at CTO) increased their performance (appreciating the public sector privileges of job and salary security as well as the lack of stress associated with the PRP or the salary insecurity).

#### Summary of the interviewees' comments

The following were also mentioned by the interviewees in relation to the PRP (performance related pay):

- The adoption of the PRP makes sense not only because of its advantages but also because it is based on sound principles. The PRP can be adopted successfully provided certain conditions are met for purposes of safeguarding its principles.
- It is not fair when low performers are rewarded the same as or higher than high performers (the salary is determined by the position that an employee holds). Fairness, meritocracy, job satisfaction and improved performance are possible through the PRP because all the employees are rewarded according to their performance (the goals are achieved without wasting any resources).
- The employees have a positive attitude and they are motivated to improve their performance when their salary is based on their performance (non-guaranteed salary) and their effort and achievements are recognised.
- Under the PRP, the employees are motivated to improve their performance so as to earn more money. This is especially important when the employees are not rewarded in other ways (e.g. promotion).
- The levels of motivation in the public sector are low because of the job and salary security i.e. performance is irrelevant. The employees stop caring and do not perform (the public sector syndromes of "take it easy" and "who cares") when their salary is

guaranteed, their effort is not recognised and others interfere in their work. Most of the employees (conscientious or not) are subconsciously relaxed and they are not motivated to improve their performance because their performance does not affect their salary or promotions. Even though the assessment of performance is one of the official promotion criteria, performance is irrelevant because interpersonal relationships and political interventions are more important during promotions. The employees in the private sector are not relaxed (e.g. meeting tight deadlines) because their performance is relevant and affects their promotions and salary. There are a few employees in the public sector who perform well because of their self-generated motivation and conscientiousness or because they appreciate the public sector benefits that are provided to them e.g. job security, salary security, timetable etc..

-The PRP should be based on a fair, objective, sound and effective PAS i.e. reflecting true performance. The PRP should not be based on the current PAS because it is demotivating and problematic (not reflecting true performance). The employees' performance should be monitored and measured accurately and objectively (fact-based evidence instead of subjective opinions) and it should be compared with the previously set "smart" goals.

-The PRP could be applicable on the total salary or part of the salary. The latter option is more humane as the reduction in salary is minimised; this is especially important for certain categories of employees such as the older employees who may be less productive than the younger employees. The goals under the latter option should be split between those which correspond to the part of the salary which is fixed and those which correspond to the part of the salary which varies with performance.

-The PRP should be flexible and humane by taking into account any uncontrollable factors or difficult contingencies (e.g. illness, divorce, death, budget cuts, involvement of 3<sup>rd</sup> parties) so that the employees are not unfairly penalised with a low salary or no salary at all.

-The performance problems that are caused by political interventions (e.g. some of the decisions of the Board of Directors) or other interferences should be taken into account so that the employees are not unfairly penalised with a low salary.

-All the employees should be given the opportunity to perform to their maximum and prove themselves so as to be assessed and rewarded later on. It is unfair and demotivating to penalise the employees with a low salary just because they were not given the opportunity to perform.

-When the PRP is applicable only to certain categories of employees (e.g. employees on high scale positions, young employees), it becomes unfair and discriminatory. For example, it is unfair to penalise only the employees on high scale positions with a reduction in salary just because they have a higher margin for a reduction in salary (they earn a higher salary because their salary scale corresponds to more responsibilities and effort). Another example is the young employees who may be in a better position to comply with the PRP requirements because of their higher energy levels. The PRP should be applicable to all the employees (social equity) because it is fair to penalise the employees who do not demonstrate the level of effort that is required by their tasks and responsibilities (and vice versa).

-Before the introduction of the PRP the culture should change through the change of the organisational systems such as the PAS. This approach minimises employee resistance and political interventions because it is realistic, feasible and non-revolutionary. In addition, organisational performance improves because the dysfunctional systems such as the PAS change and become effective.

-The current guaranteed salary system is more suitable than the PRP because the current PAS is demotivating and problematic (the true performance is not reflected because of bias, subjectivity, abuse, interpersonal relationships, political interventions etc.). If the PRP was based on the current PAS, the high performers who would not have the right contacts would not be paid any salary (and vice versa).

-The implementation of the PRP in the public sector is revolutionary, uncertain and difficult not only because of the nature of the work but also because the conditions for the successful implementation of the PRP (e.g. fair and objective PAS) can be met in an ideal and unrealistic world. The conditions cannot be easily met because of the following constraints: culture, interpersonal relationships, political interventions, discrimination, corruption, uncontrollable factors, bureaucracy, trade union resistance.

-The introduction of the PRP would make the employees feel very insecure as they are used to the current job and salary security and they find it difficult to let go. Even though the PRP is more advantageous than the current guaranteed salary system, it is very stressful because of the salary insecurity (the salary keeps fluctuating) and the close supervision.

-The PRP and the associated salary insecurity do not enhance performance because they undermine teamwork and promote stress, demotivation (carrot and stick), self-interest, unhealthy competition, conflict and hostility (the employees undermine each other and keep valuable information to themselves).

-Many people choose to work in the public sector (instead of the private sector) because of the salary security which is important for meeting personal financial obligations and maintaining a certain quality of life. The high calibre employees who are self-motivated and perform well are also attracted by salary security. Therefore, salary security makes the public sector a very popular work place (intense competition). Even though the recruitments in the public sector are influenced by political interventions, many high calibre employees are recruited because they fulfil the entry requirements (high level qualifications and entry exams).

-The PRP is not necessary because performance can improve through non-monetary factors e.g. acknowledgement, working environment, a helpful superior. In addition, the effective implementation of the PAS is enough and can make a difference because performance problems can be identified and corrected.

-Under the current guaranteed salary system, each position corresponds to a fixed salary (salary security) and to certain duties and responsibilities. The employees are expected to spend the time and make the effort which are required for the duties and responsibilities of the position they hold so as to have the right to earn the fixed salary that corresponds to their position. The employees should be assessed so as to make sure that they carry out the work that is associated with their duties and responsibilities.

-The current guaranteed salary system can improve through rewards (over and above the fixed salary) which are based on performance. This improvement can lead to motivation, healthy competition, utilisation of potential and higher performance.

-The employees who exceed performance expectations should be rewarded with additional rewards (over and above their fixed salary) e.g. bonus, promotion.

-The high performers who have reached the top of their salary scale (last increment) should be rewarded with additional rewards (over and above their fixed salary) e.g. bonus.

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance	Some Interviewees: ✗ Most Interviewees: ✓	Some Respondents: ✗ Many Respondents: ✓
Current Situation (existence: ✓/lack: ✗)	✗	✗
Performance	Not Enhanced	Many Respondents: Not Enhanced Some Respondents: Enhanced
<p>Significance: Inconsistency, Current Situation: Consistency            (the significance inconsistency could possibly be explained by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible; in addition, the inconsistency could possibly be explained by the conditions that have been specified by the interviewees i.e. they have answered that they were in favour of the PRP provided the conditions which they specified were met; the conditions were specified by the interviewees because of the interactive nature of the interviews i.e. I had the opportunity to explain what the PRP meant {e.g. based on an effective PAS} and the interviewees had the opportunity to ask questions and make an informed decision; if the respondents had this opportunity more respondents might have been in favour of the PRP)            (the above inconsistency is reflected in the performance because the performance is the outcome/by-product of the significance and the current situation)</p>		

Some questionnaire respondents and some interviewees were not in favour of PRP. In the case of the interviews, most interviewees were in favour of PRP whereas in the case of the questionnaire, only many respondents were in favour of PRP. The inconsistency between the findings of the questionnaire and the findings of the interviews could possibly be explained by some respondents who were in favour of PRP and might have not read carefully the statement (inc. the definition) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 1 or 2-“agree” they circled number 5, 4 or 3-“disagree” or “neutral/don’t know”). In addition, the inconsistency could possibly be explained by the fact that during the interviews I had the opportunity to explain what the PRP meant (e.g. based on an effective PAS) and the interviewees had the opportunity to make an informed decision and explain that they were in favour of PRP provided the conditions which they specified were met or explain that they were not in favour of PRP but in favour of additional rewards over and above the salary which would be based on performance. If the above opportunity was not available (as in the case of the questionnaire respondents) more interviewees might have not been in favour of PRP. The questionnaire contained a brief explanation of the PRP (in the same way as the interview checklist) but because of the non-interactive nature of the questionnaire the PRP was not explained and discussed with the respondents. If the above opportunity was also available to the respondents, more respondents might have been in favour of PRP.

In the case of the interviews, the performance of almost all of the interviewees (94%=33/35) was not enhanced (performance which decreased and performance

which stayed the same) whereas in the case of the questionnaire, the performance of only many of the respondents (56%) was not enhanced. In the case of the interviews, the performance of only two interviewees (6%=2/35) was enhanced whereas in the case of the questionnaire, the performance of some of the respondents (21%) was enhanced. An inconsistency is still observed even when it is assumed that the respondents' performance did not increase or decrease but it stayed the same i.e. the performance of 94% of the interviewees and 77% (56% + 21%) of the respondents was not enhanced and the performance of 6% of the interviewees was enhanced. The performance inconsistency between the findings of the questionnaire and the findings of the interviews derives from the belief (significance) inconsistency which is explained above as well as the non-response and neutral/don't know cases for the questionnaire (the effect on performance for these cases was uncertain).

Overall findings

According to the preceding analysis and irrespective of the inconsistencies (belief/significance and performance) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Most participants were in favour of PRP. Some participants were not in favour of PRP.
- The PRP was not the basis of salary of the participants because the PRP was not employed at CTO.
- Most participants' performance was not enhanced and some participants' performance was enhanced (exc. the participants whose effect on performance was uncertain). When it is assumed that the respondents' performance did not increase or decrease but it stayed the same then almost all participants' performance was not enhanced and the performance of two participants was enhanced (exc. the participants whose effect on performance was uncertain).

For purposes of facilitating the reader, part of this sub-subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance	Most Participants: ✓ Some Participants: ✗
Current Situation (existence: ✓/lack: ✗)	✗
Performance	Most Participants: Not Enhanced Some Participants: Enhanced
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus); according to the findings in chapter 4, the performance related rewards were considered as significant but the significance of the PRP was not emphasised (the PRP is not compulsory); in addition, the PRP was not employed; in the case of certain organisations in the private sector in Cyprus, the PRP was not employed but performance related rewards were provided	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 (see below for more details). Even though some participants were not in favour of PRP, there is consistency with chapter 4 because the adoption of the PRP was not emphasised in chapter 4 (the PRP is not compulsory).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this sub-subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner- Researcher Perspective (chapters 4 & 3)
Significance of the PRP (performance related pay: the salary under the salary system is based on the performance under the PAS)	✓:Most Participants  ✗:Some Participants		✓ Significance of the PRP (the PRP is not as significant and necessary as the factors in the previous themes and sub- themes)
PRP & Fairness & Motivation for Performance Improvement (fairness: it is fair when the employees' salary is related to performance because they are paid according to their performance and not their position title i.e. the low performers are not paid the same as or higher than the high performers) (motivation: when the	✓		✓

employees are paid on the basis of performance they are motivated to improve their performance so as to earn more money; the salary becomes particularly important when the rewards over and above the salary under the reward system are not sufficient)			
Job and Salary Security & Lack of Motivation for Improving Performance (the job and salary security lead to low levels of motivation as they are not related to performance but they are important for meeting personal financial obligations and maintaining a good quality of life)	✓  ✗:Certain Participants (the PRP or the salary insecurity is very stressful and cannot enhance performance: carrot and stick)		✓
Current Situation: Lack of the PRP & Non-Enhancement of Performance (the PRP is not employed)	✓	✓	✓
Conditions for Operating the PRP (on the basis of an effective PAS, applicability to the total or part of the salary, consideration of the uncontrollable factors, applicability to all the employees, the employees are provided with the opportunity to perform)	✓		✓
Effectiveness of the PAS through the Goals Assessment: Non-Distortion of Ratings (objective/fair/accurate measurement:	✓	✓	✓ The Goals Method is a Fair/Valid/ Reliable Basis for Assessing/ Improving/

<p>true performance through fact-based evidence)</p>			<p>Rewarding Performance (the distortion of ratings is minimised: the effectiveness of the PAS is enhanced)</p>
<p>Motivation for Performance Improvement through Performance Related Rewards (Effective PAS: Non-Distortion of Ratings: True Performance) (the rewards should be based on the appraisees' true performance {performance assessments under the PAS} for purposes of motivating performance improvement)</p>	✓	✓	✓
<p>Introduction of the PRP (Salary Insecurity) &amp; the Employment Contract of a Definite Duration (Job Insecurity) at CTO:</p> <p>-effective PAS:  (a)the introduction of the PRP at CTO is not possible at this stage (despite the corresponding benefits of fairness and performance improvement) because an effective PAS is not in place yet  (b)the introduction of the PRP (which is not compulsory) is possible in the future provided the employees will be in favour of its introduction and an effective PAS will be successfully implemented</p> <p>-salary insecurity: the</p>			✓



<p>PRP, which is a new concept for the public sector in Cyprus, should not be introduced hastily but carefully and wisely so as to avoid penalising unfairly the employees with a low salary (salary insecurity)</p> <p>-operational conditions: the employees' opinion in relation to the conditions under which the PRP will operate is important for purposes of its successful implementation</p> <p>-performance related rewards:</p> <p>(a)for purposes of motivating performance improvement, it is sufficient at the moment to introduce rewards over and above the salary which are related to performance (rewards that are based on assessments which reflect the true performance)</p> <p>(b)the performance related rewards under the reward system must also be based on an effective PAS which has not been successfully implemented yet (as in the case of the PRP) but it is possible to introduce and test them at the same time as the introduction and testing of the effective PAS not only because the conditions under which they operate are less complicated than those</p>			
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<p>of the PRP but also because the salary security is not affected</p> <p>-job insecurity and the employment contract of a definite duration:  (a)the above arguments are also applicable to the change of other public sector employment terms and conditions such as the job security which is also associated with low levels of motivation e.g. the introduction of the employment contract of a definite duration  (b)the employment contract of a definite duration is practised in the public sector of other countries because it is flexible and leads to the maximisation of performance i.e. renewing the employment contracts of the high performers for a specified period and terminating the employment contracts of the low performers</p> <p>-government's consent and homogeneity:  (a)in addition to the successful implementation of an effective PAS, the consent of the government is required before the PRP and the employment contract of a definite duration are introduced because certain employment terms and conditions of the government and public sector employees</p>			
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<p>such as the salary and job/employment security are regulated by centralised government policy and legislation</p> <p>(b)the consent of the government is also required before a new PAS is introduced but as the PAS is not part of the centralised government policy the government is expected to consent since the government homogeneity is not compulsory</p> <p>(c)the government will not consent to any change in the employment terms and conditions of the employees of CTO that concern the salary and job/employment security (centralised government policy) unless the change will also be applicable to the employees of the government and other public sector organisations (homogeneity)</p> <p>(d)the government and other public sector organisations must also introduce an effective PAS (in the same way as CTO) in case the PRP and the employment contract of a definite duration will be applicable to the employees of the government and other public sector organisations (the PRP and the employment contract of a definite duration must be</p>			
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<p>based on the employees' performance)</p> <p>-evaluation of the effective PAS and persuasion of the government:</p> <p>(a)during the monitoring and evaluation of the PAS (the effective PAS which will be implemented), the possibility of introducing the PRP and the employment contract of a definite duration should be considered</p> <p>(b)CTO will have to convince the government through extensive consultation not only about the advantages of the PRP and the employment contract of a definite duration but also about the tangible benefits of the effective PAS (after its successful implementation) on which the PRP and the employment contract of a definite duration will be based</p>			
<p>✓ The above are also consistent with the Literature in chapter 3 e.g. ACAS (2005/2008), Milkovich et al (1991); in relation to recognition and rewards (e.g. performance related rewards, motivation, accuracy of performance appraisals), see also the authors that have been mentioned in the corresponding theme</p>			
<p>Overall Consistency</p>			

According to the preceding analysis, most participants consider the PRP (performance related pay or salary based on performance) as a significant factor and when the factor is not present their performance is not enhanced (and vice versa). Some participants do not consider the PRP as a significant factor and when the factor is present their performance is not enhanced (and vice versa). According to the participants, it is not fair when the employees earn a fixed salary (not related to performance) because it is possible for the low performers to be paid the same as the high performers (the low and high performers hold the same position title) or higher than the high performers (the low performers are promoted to positions whose scale is higher than that of the high performers). The public sector privileges of job and salary security lead to low

levels of motivation (for most of the employees) as they are not related to performance but they are important for meeting personal financial obligations and maintaining a good quality of life. According to the participants, it is fair when the employees earn a variable salary (related to performance) because they are paid according to their performance and not their position title. When the employees are paid on the basis of performance they are motivated to improve their performance so as to earn more money (especially important when the rewards over and above the salary under the reward system are not sufficient). Certain participants are in favour of the PRP provided certain conditions are met e.g. based on an effective PAS, applicable to the total or part of the salary, taking into account uncontrollable factors, applicable to all employees, providing the employees with the opportunity to perform. The participants believe that the condition of an effective PAS is possible through the goals assessment (it is the most popular assessment method-see corresponding sub-theme) since it is possible to measure performance against the goals objectively, fairly and accurately (assessing true performance and justifying the assessment through fact-based evidence). Certain participants are not in favour of the PRP not only because they believe that the condition of an effective PAS cannot be easily met in a public sector environment (see goals theme and measurement sub-theme) but also because they believe that the PRP is very stressful (salary insecurity) and cannot enhance performance (carrot and stick). They also believe that performance can be improved through an effective PAS (provided it can be successfully implemented) and additional performance related rewards (over and above the fixed salary e.g. promotion, bonus - see rewards theme).

I also consider the PRP as a significant factor. However, I believe that the PRP is not as significant and necessary as the factors in the previous themes and sub-themes. The PRP is not recommended in the case of CTO despite the corresponding benefits (fairness and performance improvement as the employees are paid on the basis of performance). The introduction of the PRP at CTO is not possible at the moment because an effective PAS is not in place yet. The PRP must be based on a sound and effective PAS (e.g. assessment of true performance which is objectively measured by using fact-based evidence). However, the introduction of the PRP (which is not compulsory) is possible in the future provided the employees will be in favour of its introduction and an effective PAS is successfully implemented e.g. through the goals method (see assessment methods sub-theme). The goals method is a fair, valid and reliable basis for improving and rewarding performance since the appraisees' true performance can be objectively measured through fact-based evidence. The employees' opinion in relation to the conditions under which the PRP will operate is important for purposes of its successful implementation. In addition to the successful implementation of the effective PAS mentioned above, the consent of the government is required before the PRP is introduced because the employment terms and conditions of the government and public sector employees are regulated by government policy and legislation. I believe that, for purposes of motivating performance improvement, it is sufficient at the moment to introduce rewards over and above the salary which are related to performance (rewards based on assessments which reflect true performance - see rewards theme). The performance related rewards under the reward system must also be based on an effective PAS which has not been successfully implemented yet (as in the case of the PRP) but it is possible to introduce and test them at the same time as the introduction and testing of the effective PAS not only because the conditions under which they operate are less

complicated than those of the PRP but also because the salary security is not affected. The PRP should not be introduced hastily but carefully and wisely so as to avoid penalising unfairly the employees with a low salary. The PRP should be introduced once its successful implementation is secured (through the successful implementation of the effective PAS). Such an approach is necessary because of the following: the PRP is a new concept for the public sector in Cyprus, its introduction involves bureaucratic and complicated procedures, its operation may involve complicated conditions, it is associated with salary insecurity. The above arguments are also applicable to the change of other public sector employment terms and conditions such as the job security which is also associated with low levels of motivation e.g. the introduction of the employment contract of a definite duration which is practised in the public sector of other countries because it is flexible and leads to maximisation of performance (renewing the employment contracts of high performers for a specified period and terminating the employment contracts of low performers).

The PRP has not been mentioned in the projects or studies of the government and other public sector organisations in Cyprus (chapter 4). However, the projects or studies indicate the significance of performance related rewards (see rewards theme). In addition, the PRP is not employed by the private sector organisations in Cyprus which are mentioned in chapter 4. However, performance related rewards are part of the current reward system of these organisations (see rewards theme).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors). The authors' indications in relation to recognition and rewards (e.g. performance related rewards, motivation, accuracy of performance appraisals) which have been discussed in the previous theme are also applicable to this sub-theme but for purposes of avoiding repetition they are not discussed in this sub-theme:

According to ACAS (2005/2008), the appraisal or performance related pay should be tailored to the organisational needs and culture. However, the following principles of good practice are recommended: the system should be based on an effective PAS (e.g. performance is assessed accurately through objectives), the award and the performance appraisal should not be conducted at the same time, monitoring and evaluation of the system, appeals and training. The benefits of linking the effort with the reward are the following: commitment, higher performance and fairness (the pay of the high performers is higher than that of the low performers). The performance related pay may not be necessary for organisations which employ a centralised salary system and improve performance through an effective PAS. Milkovich et al (1991) indicate that the pay for performance plans work best and motivate employees to enhance performance and achieve organisational goals when the following are present: specific, clear, challenging, understood, accepted and doable goals, appraiser and appraisee training, accurate assessment of performance, feedback, communication, trust and support.

#### 7.2.5 - Meta Analysis: Triangulation of the Overall Findings of the Appraiser Interviews with the Overall Findings of the Preliminary Interviews

According to the preceding analysis, the findings of the appraiser interviews and the findings of the preliminary interviews are to a certain extent consistent with each

other. There are some inconsistencies which are mainly related to the current situation and performance i.e. the proportion of the interviewees who believed that the factors of an effective PAS were present under the current PAS was higher for the appraiser interviews and the proportion of the interviewees whose performance was enhanced was higher for the appraiser interviews (the proportion of the interviewees who believed in the factors of an effective PAS was slightly higher for the appraiser interviews).

The inconsistencies could possibly be explained by the fact that the participants for the appraiser interviews were appraisers (they were also appraisees) whereas the participants for the preliminary interviews were not appraisers (they were only appraisees; subordinates and supervisors/superiors who did not appraise their subordinates) e.g. certain appraisers may exaggerate about the extent of performance they take into account during assessments so as to appear as effective and fair appraisers whereas certain appraisees may exaggerate about the extent of performance that is not taken into account or the extent of personality that is taken into account during their assessments (blaming the appraisers) so as to justify their low ratings, e.g. the appraisers may be more in favour of the examination of appeals by other independent persons only whereas the appraisees may be more in favour of the examination of appeals by other independent persons and the appraisal team possibly because the appraisers want to avoid any trouble caused by the appeals whereby their ratings are challenged by the appraisees and they will have to justify and/or amend their original ratings especially if those ratings are unfair (the appraisers' persistence in their original unfair ratings is prevented by the independent persons), e.g. the appraisers' decision in relation to the selection of assessment methods is based on a combination of both their appraiser and appraisee experience whereas the appraisees' decision is based only on their appraisee experience (the appraisees may be mostly interested about the fairness and objectivity of a method whereas the appraisers may be interested about the fairness and objectivity as well as the convenience and feasibility of a method), e.g. certain appraisers may exaggerate about the extent of feedback they provide so as to appear as effective appraisers whereas certain appraisees may exaggerate about the extent of feedback they do not receive (blaming the appraisers) so as to justify their low levels of performance (the same rationale applies to the following: "smart" goals, measurement of performance and participation).

The inconsistencies between the findings of the interviews and the findings of the questionnaire were similar and they were explained in a similar fashion (see preceding analysis) as above since the participants for the interviews were mostly appraisers and the participants for the questionnaire were mostly appraisees.

The preliminary interviews were not many and therefore not very material so as to affect the conclusions for the findings of the appraiser interviews ( $10/25=40\%$ ) or all the interviews (appraiser and preliminary interviews:  $10/35=29\%$ ; 10 preliminary interviews + 25 appraiser interviews=35).

Irrespective of the materiality of the preliminary interviews, the findings of the appraiser interviews (the findings of the preliminary interviews not taken into account) lead to the same conclusions as the findings of all the interviews i.e. according to the interviewees' responses (for the appraiser interviews), most of the interviewees believed in the factors of an effective PAS, most of the interviewees believed that the

factors of an effective PAS were not present under the current PAS and most of the interviewees' performance was not enhanced. The same applies to the findings of the preliminary interviews i.e. according to the interviewees' responses (for the preliminary interviews), most of the interviewees believed in the factors of an effective PAS, most of the interviewees believed that the factors of an effective PAS were not present under the current PAS and most of the interviewees' performance was not enhanced.

#### 7.2.6 - The PAS, the Enhancement of Performance (inc. Motivation, Job Satisfaction, Ownership, Responsibility and Commitment) and the Change of the PAS

##### Information provided by the respondents (questionnaire)

According to the performance values/outcomes (see chapter 6 and appendices 34 and 40 for details) of the "performance related" statements (belief and current situation statements which did not refer specifically to performance but were related to performance), the overall effect on the performance of the questionnaire respondents was as follows:

- the performance of 27% (751/2790) of the respondents was enhanced or stayed the same
- the performance of 53% (1466/2790) of the respondents was reduced or stayed the same
- the effect on performance of 20% (573/2790) of the respondents was uncertain.

If performance did not stay the same but it either increased or decreased then the performance of 53% of the respondents decreased and the performance of 27% of the respondents increased. The effect on performance for 20% of the respondents was uncertain. Therefore, it can be concluded that the percentage for performance reduction was higher than the percentage for performance increase. This conclusion is also consistent with the analysis of the responses to the 6 "performance specific" statements below. In fact, the difference between the performance reduction percentage and the performance increase percentage was bigger according to the 6 "performance specific" statements i.e. 67% or 69% of the respondents believed that the current PAS of CTO did not enhance their performance and 16% of the respondents believed that the current PAS of CTO enhanced their performance (the effect on performance for 15% of the respondents was uncertain), 70% or 72% of the respondents believed that the current PAS of CTO did not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment and 12% of the respondents believed that the current PAS of CTO helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment (the effect on performance for 15% or 16% of the respondents was uncertain due to the uncertain effect on motivation, job satisfaction etc.), 86% of the respondents believed that the current PAS of CTO needed to change for purposes of enhancing performance and 5% of the respondents believed that the current PAS of CTO did not need to change for purposes of enhancing performance (the effect on performance for 9% of the respondents was uncertain due to the uncertainty as to the change of the current PAS).

If performance did not increase or decrease but it stayed the same then the performance of 80% (27% + 53%) of the respondents stayed the same i.e. the current PAS of CTO did not enhance the performance of most of the respondents. The effect



on performance for 20% of the respondents was uncertain. This conclusion is also consistent with the analysis of the responses to the 6 “performance specific” statements below.

The above conclusions are also consistent with the questionnaire data because according to the responses to the belief statements most of the respondents believed in the factors of an effective PAS (most of the respondents agreed or strongly agreed) and according to the responses to the current situation statements most of the respondents believed that the factors of an effective PAS were not present under the current PAS (most of the respondents disagreed or strongly disagreed). The respondents who believed in the factors of an effective PAS were more than the respondents who believed that the factors of an effective PAS were not present under the current PAS. If the latter respondents were as many as the former respondents then the percentage for performance reduction would be even higher than the percentage for performance increase. The respondents who did not believe in the factors of an effective PAS were less than the respondents who believed that the factors of an effective PAS were present under the current PAS. If the former respondents were as many as the latter respondents then the percentage for performance reduction would be even higher than the percentage for performance increase.

According to the 6 “performance specific” statements (belief and current situation statements which referred specifically to performance), the overall effect on the performance of the questionnaire respondents was as follows:

-almost all of the respondents (1=45/93 or 45/92=49%, 2=42/93 or 42/92=45% or 46%; 1&2=94% or 95%) believed that a PAS could enhance performance i.e. a PAS was very significant or significant. A few respondents (4=2/93 or 2/92=2%, 5=1/93 or 1/92=1%; 4&5=3%) believed that a PAS could not enhance performance i.e. a PAS was insignificant or very insignificant. Two respondents (3=2/93 or 2/92=2%) were neutral or did not know whether a PAS could enhance performance

-most of the respondents (4=43/93 or 43/91=46% or 48%, 5=19/93 or 19/91=21%; 4&5=67% or 69%) believed that the current PAS of CTO did not enhance their performance i.e. the current PAS was ineffective or very ineffective. Some of the respondents (1=1/93 or 1/91=1%, 2=14/93 or 14/91=15%; 1&2=16%) believed that the current PAS of CTO enhanced their performance i.e. the current PAS was very effective or effective. Some of the respondents (3=14/93 or 14/91=15%) were neutral or did not know whether the current PAS of CTO enhanced their performance

-almost all of the respondents (1=40/93 or 40/90=43% or 45%, 2=42/93 or 42/90=46% or 47%; 1&2=89% or 92%) believed that a PAS could help in the creation of motivation, job satisfaction, ownership, responsibility and commitment i.e. a PAS was very significant or significant. A few respondents (4=4/93 or 4/90=4%) believed that a PAS could not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment i.e. a PAS was insignificant. A few respondents (3=4/93 or 4/90=4%) were neutral or did not know whether a PAS could help in the creation of motivation, job satisfaction, ownership, responsibility and commitment

-most of the respondents (4=40/93 or 40/90=43% or 44%, 5=25/93 or 25/90=27% or 28%; 4&5=70% or 72%) believed that the current PAS of CTO did not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment i.e. the current PAS was ineffective or very ineffective. Some of the respondents

(1=3/93or3/90=3%, 2=8/93or8/90=9%; 1&2=12%) believed that the current PAS of CTO helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment i.e. the current PAS was very effective or effective. Some of the respondents (3=14/93or14/90=15%or16%) were neutral or did not know whether the current PAS of CTO helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment

-almost all of the respondents (1=35/93or35/92=38%, 2=49/93or49/92=53%; 1&2=91%) believed that a PAS should change whenever it was necessary for purposes of enhancing performance i.e. the change of a PAS was very significant or significant. A few respondents (4=2/93or2/92=2%, 5=1/93or1/92=1%; 4&5=3%) believed that a PAS should not change whenever it was necessary for purposes of enhancing performance i.e. the change of a PAS was insignificant or very insignificant. A few respondents (3=5/93or5/92=5%or6%) were neutral or did not know whether a PAS should change whenever it was necessary for purposes of enhancing performance

-most of the respondents (4=40/93=43%, 5=40/93=43%; 4&5=86%) believed that the current PAS of CTO needed to change for purposes of enhancing performance i.e. the current PAS was ineffective or very ineffective. A few respondents (2=5/93=5%) believed that the current PAS of CTO did not need to change for purposes of enhancing performance i.e. the current PAS was effective. A few respondents (3=8/93=9%) were neutral or did not know whether the current PAS of CTO needed to change for purposes of enhancing performance.

#### Respondents' comments

The following comment was made by one questionnaire respondent in relation to the change of the current PAS:

-“I hope that the project you are conducting will manage to change the way employees are appraised”.

#### Information provided by the interviewees (interviews)

According to the performance values/outcomes of the “performance related” questions (belief and current situation questions which did not refer specifically to performance but were related to performance), the overall effect on the performance of the interviewees was as follows:

-the performance of 19% (98/525) of the interviewees was enhanced  
[525 outcomes=35 interviewees \* 15 performance outcomes] [98 interviewees =13(goals) + 10(measurement) + 1(non-distortion) + 24(assessment basis) + 5(appraiser training) + 1(assessment methods) + 2(assessment criteria) + 16(feedback) + 4(appraisal teams) + 19(participation-3 out of 7 stages) + 1(rewards) + 2(PRP)]

-the performance of 44% (233/525) of the interviewees was reduced  
[525 outcomes=35 interviewees \* 15 performance outcomes] [233 interviewees=11(goals) + 15(measurement) + 29(non-distortion) + 4(assessment basis) + 6(appraiser training) + 27(appeals) + 21(assessment methods) + 18(assessment criteria) + 9(feedback) + 18(appraisal teams) + 16(participation-4 out of 7 stages) + 10(participation-3 out of 7 stages) + 31(rewards) + 18(PRP)]

-the performance of 7% (35/525) of the interviewees was reduced or stayed the same  
[525 outcomes=35 interviewees \* 15 performance outcomes] [35 interviewees=35(appraiser education)]

-the performance of 30% (159/525) of the interviewees stayed the same

[525 outcomes=35 interviewees \* 15 performance outcomes] [159 interviewees=11(goals) + 10(measurement) + 5(non-distortion) + 7(assessment basis) + 24(appraiser training) + 8(appeals) + 13(assessment methods) + 15(assessment criteria) + 10(feedback) + 13(appraisal teams) + 19(participation-4 out of 7 stages) + 6(participation-3 out of 7 stages) + 3(rewards) + 15(PRP)].

According to the above, it can be concluded that the percentage for performance reduction (44%) was higher than the percentage for performance increase (19%). In addition, the percentage for non-increased performance (performance which decreased and performance which stayed the same:  $44\%+7\%+30\%=81\%$ ) was higher than the percentage for increased performance (19%). Therefore, it can be concluded that the current PAS of CTO did not enhance the performance of most of the interviewees. This conclusion is also consistent with the analysis of the responses to the “performance specific” questions below. In fact, the difference between the performance reduction percentage and the performance increase percentage was bigger according to the “performance specific” questions i.e. 97% (34/35) of the interviewees believed that the current PAS of CTO did not enhance their performance and did not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment (performance which decreased and performance which stayed the same:  $60\%+37\%=97\%$ ;  $21/35=60\%$ ,  $13/35=37\%$ ) and 3% (1/35) of the interviewees believed that the current PAS of CTO enhanced their performance and helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment, 94% (33/35) of the interviewees believed that the current PAS of CTO needed to change for purposes of enhancing performance and 6% (2/35) of the interviewees believed that the current PAS of CTO did not need to change for purposes of enhancing performance.

The above conclusions are also consistent with the data of the interviews because according to the interviewees’ responses most of the interviewees believed in the factors of an effective PAS and most of the interviewees believed that the factors of an effective PAS were not present under the current PAS. The interviewees who believed in the factors of an effective PAS were more than the interviewees who believed that the factors of an effective PAS were not present under the current PAS. If the latter interviewees were as many as the former interviewees then the percentage for performance reduction would be even higher than the percentage for performance increase. The interviewees who did not believe in the factors of an effective PAS were less than the interviewees who believed that the factors of an effective PAS were present under the current PAS. If the former interviewees were as many as the latter interviewees then the percentage for performance reduction would be even higher than the percentage for performance increase.

According to the “performance specific” questions (belief and current situation questions which referred specifically to performance), the overall effect on the performance of the interviewees was as follows:

-all of the interviewees (appraiser interviews:  $25/25=100\%$ , preliminary interviews:  $10/10=100\%$ ) believed that a PAS could enhance performance and help in the creation of motivation, job satisfaction, ownership, responsibility and commitment i.e. a PAS was extremely significant ( $6/25=24\%$ ,  $1/10=10\%$ ), very significant ( $15/25=60\%$ ,  $8/10=80\%$ ) or significant ( $4/25=16\%$ ,  $1/10=10\%$ ). Some of the interviewees mentioned that it was imperative to use the PAS for purposes of enhancing

performance, motivation, commitment etc. as well for purposes of career progression and rewards provided the PAS was a fair and objective system with suitable rewards for recognition of effort and sufficient detail and analysis of goal setting and achievement. It was also mentioned that performance appraisals were a science and their purpose was the enhancement of performance and when an effective PAS was not employed performance went down. Enhancement of performance was possible through motivation and better delegation and organisation of work. The employees were in a position to make an effort to improve themselves because they knew how they performed and where they stood; this was especially important for new employees who had not yet been given the chance to prove themselves with sufficient evidence of performance

-almost all of the interviewees (appraiser interviews: 24/25=96%, preliminary interviews: 10/10=100%) believed that the current PAS of CTO did not enhance their performance and did not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment i.e. the current PAS was ineffective or very ineffective. Most of the interviewees (appraiser interviews: 17/25=68%, preliminary interviews: 4/10=40%) believed that the current PAS actually reduced their performance and some of the interviewees (appraiser interviews: 7/25=28%, preliminary interviews: 6/10=60%) believed that their performance did not increase or decrease (no effect on performance); in both cases, the interviewees believed that their performance would increase if the PAS changed as they were not performing to their maximum capacity. Some of the interviewees mentioned that this phenomenon was also present in the government and other public sector organisations because they were using the same or a similar PAS. The interviewees talked about the problems of the current PAS and their views are discussed under the most appropriate theme or sub-theme. It was also mentioned that in theory the PAS should be able to enhance performance since employees perform when they know that someone is assessing their performance (e.g. for purposes of promotion) but this was not the case for the current PAS because the results of the appraisals were not utilised for purposes of performance so that the enhancement of performance was minimal. In addition, the true performance was not reflected so that the employees did not enhance their performance or did not perform at all since no one could say that they did not perform or penalise them for not performing. It was also mentioned that the employees could do without the current PAS since it was like they were not being appraised at all; in fact, it would had been better if they were not being appraised at all than being appraised under the current PAS. The mere existence of a PAS did not improve performance and the current PAS did not improve performance because it did not have the necessary features (e.g. goal setting). One interviewee (appraiser interviews: 1/25=4%) believed that the current PAS of CTO enhanced his/her performance and helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment i.e. the current PAS was very effective or effective

-all of the interviewees (appraiser interviews: 25/25=100%, preliminary interviews: 10/10=100%) believed that a PAS should change whenever it was necessary for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment i.e. the change of a PAS was very significant (15/25=60%, 8/10=80%) or significant (10/25=40%, 2/10=20%). It was mentioned by the interviewees that a PAS (not only at CTO but in all organisations) could not stay constant forever and it should be dynamic (ongoing review and revision), contemporary and consistent with the environment which was continuously changing. It was also mentioned that a PAS should not change only for the sake of change but it

should change only when it was necessary. It was mentioned by a few interviewees that the review and revision of the PAS could be undertaken by the human resources department or a “monitoring team” with the participation of the employees and trade unions (provided the latter were not politically involved). It was also mentioned that the improvement of performance required a change of the culture (in addition to the change of the PAS)

-almost all of the interviewees (appraiser interviews: 23/25=92%, preliminary interviews: 10/10=100%) believed that the current PAS of CTO needed to change for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment i.e. the current PAS was ineffective or very ineffective. The interviewees also made suggestions on how the current PAS could change and their views are discussed under the most appropriate theme or sub-theme. A few interviewees mentioned that ideas should be borrowed from other similar organisations in Cyprus and abroad and specialised suggestions and solutions should be obtained from experts (inc. the conclusions of this research project) because they were not sure how the current PAS should change (they had no experience with any other PAS, they were not aware of the performance appraisal science and how that had developed over the last years). It was also mentioned that fine tuning was not enough and radical changes were necessary as everything was wrong; it would make a big difference if only 1% of what the text books said about performance appraisals was applied to CTO. Two interviewees (appraiser interviews: 2/25=8%) believed that the current PAS of CTO did not need to change for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment i.e. the current PAS was effective. One of the interviewees mentioned that, even though appraisals were conducted in a responsible manner, a few minor amendments would improve the current PAS. The other interviewee mentioned that the current PAS was not problematic but there was a problem with its implementation i.e. the appraisers did not implement it properly.

#### Summary of the interviewees’ comments

The following were also mentioned by the interviewees in relation to the change of the current PAS:

-Everybody (inc. the government which was the pioneer of the current PAS) believes that the current PAS is useless, static, inflexible, problematic and out of date. It is not based on the modern management practices and it is not providing feedback on true performance for purposes of improvement.

-The current PAS may have been satisfactory in the past but it is not anymore because the nature of work and the goals have changed.

-The current PAS needs to change so as to avoid a dead end situation (unfavourable environment) and realise the benefits of change (enhanced performance, job satisfaction, morale, optimism).

-A dynamic and progressive PAS is monitored and revised by experts continuously and according to the environment (e.g. computerisation).

-A new PAS cannot ignore the ratings under the current PAS as the past ratings may represent the true performance (high or low) of some employees. The high performers would be unfairly treated if their high ratings under the current PAS were ignored because they would lose their “acquit” (high ratings in the past years) and they would have to start all over again. Therefore, before implementing a new PAS it is advisable that this problem is resolved through consultation with the employees and trade unions.

-A new PAS should reflect true performance and ignore the ratings under the current PAS (scrapping the current PAS and deleting the past ratings). The employees' acquit is not relevant as there will be a new PAS which will be applicable to all employees and the current PAS and past ratings will become redundant for everybody so that no one can be privileged or disadvantaged. Everyone will start anew and their performance will be assessed according to a new assessment method. If for example under the new PAS performance will be assessed on the basis of goals (new method) for purposes of reflecting true performance it would be wrong to take into account past ratings which were based on criteria/competencies (current method) as that would distort the new ratings and the true performance e.g. an employee is a low performer (not achieving specific goals which are set and agreed) but is rated as "excellent" under the new PAS because under the current PAS the employee was rated as "excellent" for a number of years. In addition, the past ratings are subjective and therefore it would be wrong to consider them. Therefore, it is irrelevant how good the past ratings were or how many times they took place since they are not objective, accurate and representative of true performance in any case.

-The problems which have been brought about by the misuse of the current PAS (by the appraisers) should be addressed without having to change the PAS because the same or similar problems may be present even under a new PAS (the appraisers will misuse a new PAS). Addressing the problems of the current PAS (changing the implementation of the system) is a difficult endeavour as the problems have been around for many years but it is not impossible.

-The appraisers are misusing the current PAS because of the culture. A cultural change can be brought about through the introduction of a new and effective PAS.

-We cannot be passive or complacent but actively involved in the change.

-The change of the current PAS requires a change strategy and realistic recommendations that can be implemented. The change of the current PAS also requires a change in the rest of the CTO systems which will be supporting the new PAS and this may mean that the introduction of the new PAS is implemented on a piecemeal basis. The changes should reflect the opinion of the employees and trade unions. The changes could also be based on the successful systems of other similar organisations (experimenting with new ideas will require extra time). The benefits of change should be communicated to the stakeholders and all the stakeholders should participate in the change (the will for change must be shared by everyone).

-The change of the current PAS is feasible but the success of a new PAS is not certain because of unpredictable implementation obstacles, restrictions, problems and mistakes which could prevent the employees from accepting and supporting a new PAS (this outcome could lead to the reduction of employees' performance).

-Even though the change of the current PAS is necessary for purposes of enhanced efficiency and effectiveness especially at times of economic crises (changing before we are forced to do so), the change is difficult because of the following reasons: stakeholders' resistance, politics, corruption and abuse, employment security, public sector culture (nobody cares) and homogeneity with government. The employees are looking forward to change in general and every time there is a new government or a new Board of Directors at CTO they hope that change will materialise but unfortunately every time they are let down (vanity). Certain stakeholders may resist the change if it scares them (fear of the unknown), makes them feel uncomfortable (loss of comfort zones) or if their self-interest is undermined e.g. the low performers who want to continue being rated as "excellent" under the current PAS and the appraisers who prefer the current PAS as they do not have to spend time on

conducting effective appraisals. The employees who have many years of work experience at CTO do not have the passion or ambitions that they used to have in the past, they feel tired and do not care anymore and they are not interested in performance anymore because the political interventions have undermined the significance of performance. The change of the current PAS in a public sector environment such as CTO is not impossible but it is expected to be a bureaucratic and slow process. The government is experiencing this process since the time it attempted to change its own PAS and until today there has not been any significant progress (e.g. trade union opposition). After the completion of this process and the introduction of a new PAS by the government, all the public sector organisations (inc. CTO) are expected to introduce the same PAS because it is customary for these organisations to have the same systems as the government (homogeneity). Therefore, it will be difficult and probably impossible for CTO to be different and change its own PAS before the government does (despite the fact that it is not compulsory for public sector organisations to have the same systems as the government).

-Even though interpersonal relationships are causing problems under the current PAS (e.g. distortion of ratings, unhealthy competition), they are common and important in a small society such as Cyprus and it may be difficult or impossible to eliminate them. Therefore, a new PAS could only minimise the effect of interpersonal relationships by allowing them to operate for a good cause e.g. working, appraising and rewarding on the basis of teams (minimising unhealthy competition and enhancing motivation and performance because the team members are working in harmony for a common goal).

Meta Analysis: Triangulation of the findings of the interviews with the findings of the questionnaire

For purposes of facilitating the reader, part of this subsection is summarised in the following table.

Triangulation (Interviews & Questionnaire)

Triangulation	Interviews	Questionnaire
Significance and Performance:		
-Enhancement of Performance through the PAS	✓	✓
-Enhancement of Performance through the Change of the PAS	✓	✓
Current Situation and Performance:		
-Enhancement of Performance through the Current PAS	×	Most Respondents: × Some Respondents: ✓
-Enhancement of Performance through the Change of the Current PAS	✓	Most Respondents: ✓ A Few Respondents: ×
Overall Consistency (the current situation/performance inconsistencies are not material and they could possibly be explained by mistakes that might have been made by some respondents in their effort to complete the questionnaire as fast as possible)		

In relation to the “performance specific” statements and questions, the following can be concluded about the consistency between the findings of the questionnaire and the findings of the interviews:

-Both the questionnaire respondents and the interviewees believed that a PAS could enhance performance and help in the creation of motivation, job satisfaction, ownership, responsibility and commitment. In the case of the interviews, almost all interviewees believed that the current PAS of CTO did not enhance their performance and did not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment. In the case of the questionnaire, most respondents believed that but some respondents believed that the current PAS of CTO enhanced their performance and helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment. The inconsistency between the findings of the questionnaire and the findings of the interviews could possibly be explained by some respondents who believed that the current PAS of CTO did not enhance their performance and did not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment and might have not read carefully the statements (inc. the brief explanation) and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-“disagree” they circled number 1, 2 or 3-“agree” or “neutral/don’t know”).

-Both the questionnaire respondents and the interviewees believed that a PAS should change whenever it was necessary for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment. In the case of the interviews, almost all interviewees believed that the current PAS of CTO needed to change for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment, whereas in the case of the questionnaire, most respondents believed that. The inconsistency between the findings of the questionnaire and the findings of the interviews is not material but it could possibly be explained by a few respondents who believed that the current PAS of CTO needed to change for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment and might have not read carefully the statements and in their effort to complete the questionnaire as fast as possible they made a mistake (instead of circling number 4 or 5-“disagree” they circled number 1, 2 or 3-“agree” or “neutral/don’t know”).

In relation to the “performance related” statements and questions, the following can be concluded about the consistency between the findings of the questionnaire and the findings of the interviews:

-Some questionnaire respondents (27%) and some interviewees (19%) believed that the current PAS of CTO enhanced their performance. In the case of the interviews, 81% of the interviewees believed that the current PAS of CTO did not enhance their performance (performance which decreased and performance which stayed the same) whereas in the case of the questionnaire, only 53% of the respondents believed that. The inconsistency between the findings of the questionnaire and the findings of the interviews is not so material but it is partly justified by some respondents (20%) whose performance effect was uncertain (non-response and neutral/don’t know cases). An inconsistency (not material) is observed even when it is assumed that the respondents’ performance did not increase or decrease but it stayed the same i.e. 81% of the interviewees and 80% (27% + 53%) of the respondents believed that the current



PAS of CTO did not enhance their performance but 19% of the interviewees believed that the current PAS of CTO enhanced their performance.

An inconsistency (immaterial) is observed even under the following assumption: the increased performance of 27% is divided equally between performance which increased (13%) and performance which stayed the same (14%) and the decreased performance of 53% is divided equally between performance which decreased (27%) and performance which stayed the same (26%) i.e. the performance which increased is 13% for the respondents and 19% for the interviewees and the performance which did not increase is 67% (27%+26%+14%) for the respondents and 81% for the interviewees.

There is an inconsistency under each of the above three scenarios but the extent or value (materiality) of the inconsistency is different under each scenario because each scenario's direction is different i.e. performance which increased and decreased, performance which stayed the same, performance which increased, decreased and stayed the same.

There is an inconsistency under each of the above three scenarios even when the uncertain performance effect is ignored by inflating the rest of the percentages: the performance which increased or stayed the same becomes 34% (27/80; 27+53=80) and the performance which decreased or stayed the same becomes 66% (53/80; 27+53=80) i.e. under the first scenario the performance which increased is 34% for the respondents and 19% for the interviewees and the performance which did not increase is 66% for the respondents and 81% for the interviewees, under the second scenario the performance which increased is 0% for the respondents and 19% for the interviewees and the performance which did not increase is 100% (34%+66%) for the respondents and 81% for the interviewees and under the third scenario the performance which increased is 17% for the respondents and 19% for the interviewees and the performance which did not increase is 83% (33%+33%+17%) for the respondents and 81% for the interviewees.

-Even though under most "performance related" statements and questions there is a performance inconsistency between the findings of the questionnaire and the findings of the interviews which derives from the belief (significance) and/or current situation (effectiveness) inconsistencies (as explained in the analysis of each statement and question), according to the above there is no material inconsistency between the findings of the questionnaire and the findings of the interviews in relation to the cumulative/overall effect on performance; the performance inconsistencies under most statements and questions have on average netted off and the final inconsistency which remains is not so material. The same applies to the belief (significance) and current situation (effectiveness) inconsistencies since the effect on performance is a by-product (consistency) of the belief (significance) and current situation (effectiveness) i.e. the inconsistency in relation to the cumulative/overall effect on performance which is not so material indicates that the percentage for non-increased performance for the interviewees was higher than the respondents because the inconsistency in relation to the cumulative/overall belief (significance) which is not so material indicates that the percentage for the belief in the factors of an effective PAS for the interviewees was higher than the respondents (the percentage for non-belief in the factors was higher for the respondents) and the inconsistency in relation to the cumulative/overall current situation (effectiveness) which is not so material indicates that the percentage for the lack of the factors of an effective PAS under the current PAS for the interviewees was higher than the respondents (the percentage for the presence of the factors was higher for the respondents).

According to the above, the conclusions on the “performance related” consistency and the “performance specific” consistency are similar with minor variations i.e. in both cases the inconsistency between the findings of the questionnaire and the findings of the interviews is not so material. In addition, the “performance related” and “performance specific” statements of the questionnaire are to a great extent consistent with each other. The same applies to the “performance related” and “performance specific” questions of the interviews.

A more accurate picture of the extent of consistency would be possible if the performance outcomes for the questionnaire were as accurate as the performance outcomes for the interviews. The performance outcomes for the interviews were quite accurate because of the interactive nature of the interviews i.e. vague answers which caused uncertainty were clarified because the significance/belief, effectiveness/current situation and effect on performance were explained and discussed with the interviewees (a summary of the interviewees’ additional comments in relation to the effect on performance is found below).

The performance outcomes which were ascertained for the questionnaire were not as accurate as the outcomes for the interviews as they contain a certain degree of uncertainty. Bearing in mind the non-interactive nature of the questionnaire and the fact that the respondents were not asked to state the effect on their performance for each set of belief (significance) and current situation (effectiveness) statements, the uncertainty was inevitable. The uncertainty was caused by the following:

- non-response cases for the belief (significance) and current situation (effectiveness) statements (51 cases)

- neutral/don’t know cases for the belief (significance) and current situation (effectiveness) statements (522 cases)

- possibility of performance increasing or staying the same (the performance outcome depends on the person)

- possibility of performance decreasing or staying the same (the performance outcome depends on the person).

[non-response cases: 22 for the belief statements + 21 for the current situation statements=43; 43 - 10 for the belief and current situation statements which were not used to ascertain performance outcomes - 4 for the sets of statements with non-response for both the belief and current situation statement + 22 for the performance outcomes which were ascertained without using a set of belief and current situation statements=51].

[the 51 non-response cases are not materially different from the actual non-response cases: 43 cases according to the questionnaire data, after the corrections and before the creation of new variables:  $43/4743=1\%$ ; 93 respondents \* 51 questions=4743, 51 cases according to the questionnaire data, before the corrections and before the creation of new variables:  $51/4743=1\%$ ; 93 respondents \* 51 questions=4743] [after the corrections there were 8 respondents who did not respond to more than one statement].

[neutral/don’t know cases: 181 for the belief statements + 441 for the current situation statements + 8 for the neutral statement=630; 630 - 55 for the belief and current situation statements which were not used to ascertain performance outcomes - 61 for the sets of statements with neutral/don’t know for both the belief and current situation statement - 3 for the sets of statements with neutral/don’t know for the belief statement and non-response for the current situation statement or vice versa + 11 for

the performance outcomes which were ascertained without using a set of belief and current situation statements=522].

[the 522 neutral/don't know cases are not materially different from the actual neutral/don't know cases: 553 cases according to the questionnaire data, after the corrections and before the creation of new variables:  $553/4743=12\%$  or  $553/4700=12\%$ ; 93 respondents \* 51 questions=4743,  $4743-43(\text{non-response})=4700$ , 557 cases according to the questionnaire data, before the corrections and before the creation of new variables:  $557/4743=12\%$ ,  $557/4692=12\%$ ; 93 respondents \* 51 questions=4743,  $4743-51(\text{non-response})=4692$ , 630 cases according to the questionnaire data, after the corrections and after the creation of new variables:  $630/5580=11\%$  or  $630/5537=11\%$ ; 93 respondents \* 51 questions=4743,  $4743-43(\text{non-response})=4700$ , 93 respondents \* 9 new variables=837,  $4743+837=5580$ ,  $4700+837=5537$ ,  $553+77(\text{new variables})=630$ ] [after the corrections and the creation of new variables there were 76 respondents who were neutral for more than one statement].

### Summary of the interviewees' comments

The following is a summary of the interviewees' additional comments in relation to the effect on performance (the comments were made by some interviewees and they were repeated in most of their answers):

- unhealthy working environment
- unhealthy employee relationships (inc. the relationship between the appraiser and appraisee); employees not talking to each other
- lack of fairness and teamwork
- low morale and lack of job satisfaction
- frustration and disappointment
- the employees' effort is greater than the resulting value
- demotivation: no motivation to enhance performance
- there are no tools which encourage performance enhancement; when an appraiser attempts to encourage the appraisees to enhance their performance the appraisees deteriorate their performance (inc. absence from work through sick leave) and the appraiser cannot do anything about it
- the performance will be improved through a change of the current PAS
- the public sector is not a competitive environment regarding performance
- the maximum performance is not obtained: employees continue to demonstrate satisfactory performance but they are not encouraged to perform to their maximum capacity
- the employees do not consciously choose not to perform to their maximum capacity
- the conscientious employees/high performers do not perform to their maximum capacity
- most employees (80%-90%) at CTO are high performers ("very good" or "excellent") and they have something to offer but they have been mistreated for years so that it makes it difficult to get the best out of them
- the reduction of performance under the current PAS is an assumption because there is no evidence (measurement) which shows true performance; despite the lack of evidence, everybody knows that some employees perform and some do not and the current PAS encourages the latter employees not to perform because instead of being penalised they are rated as "excellent" despite their low performance (distortion)
- the increase of performance under a new/improved PAS is an assumption because of uncertainties i.e. the success of a new/improved PAS is not certain at this stage; will

have to wait and see when it is implemented; despite the uncertainties, any new/improved PAS must reflect (measurement) and assess (non-distortion) true performance i.e. once the mistakes are spotted and communicated the employees will have no choice but to improve and will be forced to care about their performance so as to obtain high ratings and move on with their career

- the effect on performance depends on the person (personality, character, background)
- the effect on performance cannot be determined in absolute/general terms because we are dealing with people; people behave in different ways simply because they are not the same
- the performance of conscientious employees/high performers does not deteriorate unlike the non-conscientious employees
- the performance of self-motivated employees does not deteriorate
- the self-generated motivation minimises or prevents performance deterioration (employees are self-motivated for different reasons)
- the self-generated motivation and the goal for personal achievement is an exception and cannot last forever
- there are a few employees whose performance remains unaffected
- there is an effort for high performance so as to avoid low ratings; the subordinates also put an effort for high performance as they are still new employees (on probation) who have not been rated as “excellent” yet and they are trying to improve and prove themselves
- the high performance can be used as evidence for proving the appraisers wrong; thus their bias (e.g. strictness bias) will eventually be eliminated
- the nature of the current tasks requires maximum effort and performance i.e. dealing with very important and sensitive issues as well as with a lot of emergencies and all that require high levels of alertness, efficiency and effectiveness and in general extreme care without any tolerance for mistakes (due to their knock on/multiplier effect)
- the performance remains unaffected because of feeling obligated to the Cyprus society and the Cypriot tax payers (considered as employers) who have high expectations and have done nothing wrong; this obligation/duty (conscience) does not allow any deterioration of performance despite the disappointment which is caused by the current PAS (unfair assessments and lack of rewards e.g. promotion)
- the performance remains unaffected because the current PAS is not considered as important
- the performance remains unaffected because of ignoring or being indifferent to the current ineffective PAS (not connected with performance) except during promotions (complaining when not rated as “excellent”)
- the performance remains unaffected because the promotion prospects have not been unfavourable so far
- the performance remains unaffected because got used to the current PAS.

### Overall findings

According to the preceding analysis and irrespective of the inconsistencies (current situation/effectiveness) between the findings of the interviews and the findings of the questionnaire, the following conclusions can be drawn in relation to the responses of all the participants (interviews and questionnaire: 35+93=128):

- Almost all participants believed that a PAS could enhance performance and help in the creation of motivation, job satisfaction, ownership, responsibility and commitment. A few participants believed that a PAS could not enhance performance

and could not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment.

-Most participants believed that the current PAS of CTO did not enhance their performance and did not help in the creation of motivation, job satisfaction, ownership, responsibility and commitment. Some participants believed that the current PAS of CTO enhanced their performance and helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment.

-Almost all participants believed that a PAS should change whenever it was necessary for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment. A few participants believed that a PAS should not change whenever it was necessary for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment.

-Almost all participants believed that the current PAS of CTO needed to change for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment. A few participants believed that the current PAS of CTO did not need to change for purposes of enhancing performance, motivation, job satisfaction, ownership, responsibility and commitment.

For purposes of facilitating the reader, part of this subsection is summarised in the following table.

Overall Findings (Interviews & Questionnaire)

Overall Findings	Participants (Interviews & Questionnaire)
Significance and Performance:	
-Enhancement of Performance through the PAS	✓
-Enhancement of Performance through the Change of the PAS	✓
Current Situation and Performance:	
-Enhancement of Performance through the Current PAS	Most Participants: ✗ Some Participants: ✓
-Enhancement of Performance through the Change of the Current PAS	Almost All Participants: ✓ A Few Participants: ✗
The overall findings are consistent with chapter 4 (insider/practitioner-researcher perspective, studies of the government and other public sector organisations in Cyprus) apart from the following: according to the findings in chapter 4, the current PAS needed to change because it did not enhance performance i.e. the current PAS was ineffective due to the lack of the factors of an effective PAS (see previous themes and sub-themes for more details about the lack of the factors of an effective PAS); in the case of certain organisations in the private sector in Cyprus, the factors of an effective PAS were part of their current PAS; see previous themes and sub-themes for more details about the factors of an effective PAS	

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus)

The findings and conclusions are consistent with the analysis in chapter 4 apart from the following (see below for more details):

-some participants believed that the current PAS of CTO enhanced their performance and helped in the creation of motivation, job satisfaction, ownership, responsibility and commitment (this finding is not part of the findings in chapter 4).

Meta Analysis: Triangulation of the findings of the interviews and the questionnaire with the analysis in chapter 4 (insider perspective and studies of the government and other public sector organisations in Cyprus) and the literature review and analysis in chapter 3

For purposes of facilitating the reader, the summary of this subsection is presented in the form of the following table.

Triangulation (Interviews & Questionnaire, Studies of the Government and Other Public Sector Organisations in Cyprus, Insider/Practitioner-Researcher Perspective, Literature)

Triangulation	Participants: Interviews & Questionnaire (chapter 7)	Studies of the Government and Other Public Sector Organisations in Cyprus (chapter 4)	Insider/Practitioner-Researcher Perspective (chapters 4 & 3)
Significance and Performance:			
-Enhancement of Performance through the PAS (inc. the enhancement of motivation, job satisfaction, ownership, responsibility and commitment)	✓	✓	✓
-Enhancement of Performance through the Change of the PAS (inc. the enhancement of motivation, job satisfaction, ownership, responsibility and commitment)	✓	✓	✓
Enhancement of Performance through an Effective PAS (when the performance appraisals are effective they enhance performance and motivation)			✓

<p>(when the factors of an effective PAS are implemented in the right way the disadvantages that are indicated by the critics of performance appraisals are avoided and the advantages that are indicated by the supporters of performance appraisals are maximised)          (the advantages of Total Quality Management {TQM} that are indicated by the critics are maximised because the principles of TQM are not incompatible with the factors of an effective PAS e.g. the principle of teamwork is achieved under an effective PAS through feedback and participation in the setting of goals, e.g. the principle of the improvement of systems and processes is achieved under an effective PAS through the achievement of goals which are consistent with the organisational goals and strategy which can be quality driven; the change or improvement of the PAS is another example of the principle of the improvement of systems and processes)</p>			
<p>Current Situation and Performance: Non-Enhancement of Performance &amp; Change of the Current PAS          (the current PAS should change because it does not enhance performance, motivation, job satisfaction, ownership, responsibility and commitment i.e. the current PAS is ineffective)</p>	✓	✓	✓

due to the lack of the factors of an effective PAS)			
Views in Relation to the Current Ineffective PAS and the Factors of an Effective PAS: See Previous Themes and Sub-Themes (current ineffective PAS: lack of the factors of an effective PAS) (factors of an effective PAS: non-distortion of ratings by measuring performance accurately through the goals method, use of the 360 degree feedback method and the rating scales method for purposes of personality development, training, appeals, feedback, participation, performance related rewards)	✓	✓	✓
Inhibitors of Change in relation to the Adoption (Stakeholders' Resistance) and Implementation (e.g. Cultural Obstacles) of an Effective PAS at CTO: Difficulty of Change: -fear of the unknown -loss of comfort zones -self-interest -government homogeneity: (a)it is customary (good practice) for the public sector organisations in Cyprus to adopt the same or similar systems (homogeneity) as the government; the current PAS of CTO has been inherited from the government and has been used for years	✓ ✓ ✓ ✓  ✓ ✓		✓



<p>(b)unsuccessful attempts in the past for changing the PAS in the public sector/government</p> <p>-trade unions' non-response: the trade unions did not participate in the research and their non-response/ non-participation may be an indication of their resistance in the future</p> <p>-interpersonal relationships</p> <p>-indifference/take it easy</p>	<p>✓</p>		
<p>Mitigating Factors in relation to the Adoption (Stakeholders' Resistance) and Implementation (e.g. Cultural Obstacles) of an Effective PAS at CTO: Feasibility of Change:</p> <p>-communication with the stakeholders: the need for change and the benefits of change (a win-win situation) will be communicated to the stakeholders by me; due to my insider researcher role I am in a better position to persuade the stakeholders about the change</p> <p>-other changes in the public sector/government: the resistance to change has been minimised and the public sector/ government are receptive to and appreciate change (dynamism and consistency with the environment) due to other changes in the public sector/government which have been brought about by the accession of Cyprus into the EU</p>	<p>✓</p> <p>✓</p> <p>✓</p>		<p>✓</p>

<p>-need for change: the need for the change of the PAS was established in the past by CTO and the government/public sector (the latter attempted in the past to change their PAS)</p> <p>-change in the public sector of other countries: the PAS in the public sector in other countries has changed for purposes of enhancing performance</p> <p>-government study for efficiency: the government has recently undertaken a study for purposes of eliminating bureaucracy and inefficiency (direct relevance of the effective PAS which enhances performance)</p> <p>-government's consent:  (a)the government is expected to consent to the adoption of the effective PAS at CTO not only because of what has been mentioned above but also because the government homogeneity is customary but not compulsory for the public sector organisations  (b)legal independence/ autonomy: if a public sector organisation wishes to adopt a different system it can do so especially in the case of systems/ regulations (e.g. the PAS) which are not part of the centralised government policy (e.g. salary security, job/employment security)</p> <p>-public sector/ government</p>			
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<p>encouragement: the government and the public sector organisations are expected to be encouraged (by what has been mentioned above) to reconsider their previous unsuccessful attempts and change their own PAS by following the example of CTO (homogeneity)</p> <p>-trade unions' consent:</p> <p>(a)the trade unions are expected to consent to the adoption of the effective PAS at CTO not only because of what has been mentioned above but also because of what is mentioned below</p> <p>(b)the trade unions influence to a certain extent the policies which affect the employees but they are not as powerful as they used to be and in the last years their negotiating power has decreased (e.g. they could not prevent the reduction in the employees' salary caused by the economic crisis measures which were approved by the parliament)</p> <p>(c)the effective PAS is based on the opinion of the employees who are members of the trade unions (it is not a PAS that will disadvantage them but a PAS that they want)</p> <p>(d)some of the trade union representatives (who are also employees) participated in the research from their capacity as an appraiser (granting an interview) or as an appraisee (completing a questionnaire) and may</p>			
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<p>have been in favour of the effective PAS</p> <p>(e)the views of the trade union representatives (who are also employees) are most likely to be similar to those of most of the participants (in favour of the effective PAS) since a significant number of the employees participated in the research and most of them shared the same views; in addition, the new elected representatives may also be employees who participated in the research and were in favour of the effective PAS</p> <p>-cultural change and resources/cost:</p> <p>(a)the adoption of the effective PAS will also bring about a change in the culture because the systematic application of the factors of an effective PAS will become part of the culture</p> <p>(b)the culture will be characterised by performance and development instead of interpersonal relationships (the assessments do not reflect the true performance: “excellent” ratings) and indifference/take it easy (the performance is kept at low levels)</p> <p>(c)the characteristic of interpersonal relationships will be minimised as the assessments will be objective and reflect the true performance</p> <p>(d)the characteristic of indifference/take it easy</p>			
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<p>will be minimised as there will be consequences for purposes of assessment and recognition (they will be based on the true performance) and the employees will learn to plan/set goals, communicate, achieve goals, etc. (it is sometimes difficult to set and measure goals in the public sector but it is not impossible)</p> <p>(e)the systematic application of the factors of an effective PAS will require extra resources/cost but these will be recovered in the long term due to the enhanced performance (benefits of change: a win-win situation)</p> <p>-involvement of the stakeholders:</p> <p>(a)the stakeholders were not and will not be imposed with change but they were and will be involved in it for purposes of maximising their commitment, ownership, support, acceptance and understanding</p> <p>(b)many employees participated in the research (evaluation and change of the current PAS) and the effective PAS is based on their opinion which reflects the situation/context</p> <p>(c)everybody will participate in the implementation of the effective PAS (not only the participants but all the employees, the management, the trade unions and me; due to my insider researcher role I am</p>	<p>✓</p>		
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in a better position to implement change with colleagues etc.)			
<p>✓ The above are also consistent with the Literature in chapter 3 e.g. Fletcher (2004/2007), Schuler and Jackson (1996), Hunt (2004), Thompson et al (1999), CIPD (2007), Allen (2003), Wessel (2003), Coens and Jenkins (2002), Nickols (2004/2000), Joinson (2001), Gray (2002), Elmuti et al (1992), Whitley (1993), Scholtes (1993), Soltani (2005), Bacal (2007), Harrington (2000), Patz (1975), Rasch (2004), Harvey (1994), Milkovich et al (1991), Faizal (2005), Nykodym (1996), Daley (1992), ACAS (2008), Fletcher (2004); in relation to the presence or lack of the factors of an effective PAS (e.g. goals, measurement of performance, accuracy, rating scales method, 360 degree feedback method, training, appeals, feedback, participation, performance related rewards), see also the authors that have been mentioned in the corresponding themes and sub-themes</p>			
Overall Consistency			

According to the preceding analysis, the participants believe that an effective PAS enhances performance and helps in the creation of motivation, job satisfaction, ownership, responsibility and commitment. They also believe that a PAS should change whenever it is necessary so as to become effective and enhance performance, motivation, job satisfaction, ownership, responsibility and commitment. According to the participants, the current PAS should change because it is ineffective and does not enhance performance, motivation, job satisfaction, ownership, responsibility and commitment. The participants' views in relation to the current ineffective PAS (lack of the factors of an effective PAS) and the factors of an effective PAS (e.g. non-distortion of ratings by measuring performance accurately through the goals method, use of the 360 degree feedback method and rating scales method for purposes of personality development, training, appeals, feedback, participation, performance related rewards) which have been discussed in the previous themes and sub-themes are also applicable to this theme but for purposes of avoiding repetition they are not discussed in this theme. The participants believe that the change of the current PAS is necessary (a dynamic system which is consistent with the environment such as the economic crisis) but difficult because of the expected stakeholders' resistance e.g. fear of the unknown, loss of comfort zones and self-interest, interpersonal relations, culture, government homogeneity. However, the change of the current PAS is feasible provided the benefits of the change are communicated to the stakeholders and they participate in the change.

I also believe that when the performance appraisals are effective they enhance performance and motivation. When the performance appraisals are effective or when the factors of an effective PAS are implemented in the right way the disadvantages that are indicated by the critics of performance appraisals are avoided and the advantages that are indicated by the supporters of performance appraisals are maximised (see authors' indications below). In addition, the advantages of Total Quality Management (TQM) that are indicated by the critics are maximised because the principles of TQM are not incompatible with the factors of an effective PAS e.g. teamwork is achieved under an effective PAS through feedback and participation in the setting of goals, e.g. improvement of the systems and processes is achieved under an effective PAS through the achievement of goals which are consistent with the

organisational goals and strategy which can be quality driven. The change or improvement of a PAS is another example of the improvement of the systems and processes mentioned above. I also believe that a PAS should change whenever it is necessary (as it is the case of the current PAS) so as to become effective and enhance performance and motivation and I agree with the participants' views. My views in relation to the current ineffective PAS (lack of the factors of an effective PAS) and the factors of an effective PAS (e.g. non-distortion of ratings by measuring performance accurately through the goals method, use of the rating scales method and 360 degree feedback method for purposes of development, training, appeals, feedback, participation, performance related rewards: the rewards under the reward system are determined by performance under the PAS (linked but separate)) which have been discussed in the previous themes and sub-themes are also applicable to this theme but for purposes of avoiding repetition they are not discussed in this theme. The change of the current PAS and the introduction of the factors of an effective PAS will change the culture and will improve performance in the long term so as to recover the extra time, resources and cost that are required for the introduction of the factors of an effective PAS. Everyone (management, employees, trade unions) should participate in the change of the current PAS because participation will lead to understanding, acceptance, ownership, support and commitment to the new system. The unsuccessful attempts of the government and other public sector organisations in Cyprus in relation to the change of their PAS may be an obstacle to the change of the current PAS since it is customary (good practice) for the public sector organisations to adopt the same or similar systems and regulations as the government. However, the change of the current PAS is possible because the adoption of the same or similar systems and regulations is not compulsory due to the legal independence of the public sector organisations. I believe that the change of the current PAS of CTO will encourage the government and other public sector organisations to reconsider their PAS and attempt to bring about change by following the example of CTO. The change is possible and realistic not only for CTO but also for the government and other public sector organisations because a considerable number of changes have been brought about in the public sector and many new laws have been passed since the accession of Cyprus into the EU. These experiences have minimised the previous resistance to change and they have made both the public sector and the politicians appreciate the significance of change and be more receptive to it.

According to the projects or studies of the government and other public sector organisations in Cyprus (chapter 4), their current PAS (which is the same or similar to the current PAS of CTO) is ineffective and needs to change (see previous themes and sub-themes for more details about the lack of the factors of an effective PAS). Even though their attempts in relation to the change of their current PAS have been unsuccessful, their projects or studies indicate that their current PAS can change and become effective so as to enhance performance and motivation (see previous themes and sub-themes for more details about the factors of an effective PAS e.g. non-distortion of ratings by measuring performance accurately through the goals method, use of the rating scales method for purposes of personality development, training, appeals, feedback, participation, performance related rewards (linked but separate)). In addition, the factors of an effective PAS are part of the current PAS of certain organisations (chapter 4) in the private sector in Cyprus (see previous themes and sub-themes e.g. non-distortion of ratings by measuring performance accurately through

the goals method, use of the rating scales method for purposes of personality development, training, feedback, participation, performance related rewards).

The insights which are mentioned above are also consistent with the indications of the following authors (see literature review in chapter 3 for more details regarding the indications of these authors as well as similar indications of other authors). The authors' indications in relation to the presence or lack of the factors of an effective PAS (e.g. goals, measurement of performance, accuracy, rating scales method, 360 degree feedback method, training, appeals, feedback, participation, performance related rewards (linked but separate)) which have been discussed in the previous themes and sub-themes are also applicable to this theme but for purposes of avoiding repetition they are not discussed in this theme:

Fletcher (2004/2007) indicates that when the performance appraisals are effective they are not a pointless form-filling exercise but they enhance performance, motivation and commitment and they manage development and potential; however, when they are ineffective they are painful. According to Schuler and Jackson (1996), the performance appraisals enhance performance. Hunt (2004) indicates that the performance appraisals enhance efficiency, profitability, performance and job satisfaction. According to Thompson et al (1999), the performance appraisals are a strategic performance management tool with the flexibility to enhance performance. According to CIPD (2007), the performance appraisals are a performance management tool which enhances individual and organisational performance. Allen (2003; Grote is also cited) indicates that the effective performance appraisals are not a dreaded ordeal but a valuable tool with a significant influence over employees' careers and work lives as they help managers to do their job better i.e. helping employees do their best. Wessel (2003) indicates that the performance appraisals have not advanced much and the perfect appraisal has not been found yet. According to Coens and Jenkins (2002; Deming is also cited), the performance appraisals are counterproductive due to inherent measurement bias (e.g. judgemental, organisational politics). Instead of conducting performance appraisals, the employees should work together so as to improve systems and processes and they should be responsible for their development through feedback (true potential and genuine motivation and interest in improvement). Nickols (2004/2000) indicates that the performance appraisals do not enhance performance or motivation (carrot and stick), they reward and punish employees for uncontrollable factors, they have a short term view, they are an impediment to change, their emphasis is on the task and the individual and not the process and team and they cannot be fair and objective due to organisational politics and constraints. Joinson (2001) indicates that the performance appraisals are flawed and do not enhance performance or motivation because they are inaccurate and unfair, they do not provide feedback, guidance and support and they do not reward the outstanding performers. Gray (2002) indicates that the performance appraisals are flawed as they are not objective (distorted by appraiser bias). Therefore, trying to link appraisals to pay and rewards so as to motivate higher performance is only a waste of time. According to Elmuti et al (1992; Deming is also cited), the performance appraisals are judgemental, they reward win-lose results and they use extrinsic motivational means. There should be an alternative system which is based on cooperation, support, quality and long term improvement and which rewards win-win aims. Whitley (1993; Deming is also cited) indicates that the performance appraisals focus on the individual performance and not on the organisational performance. Total Quality Management (TQM) focuses on the organisational performance by improving



processes and systems through teamwork. Scholtes (1993; Deming is also cited) indicates that the performance appraisals do not accomplish any of the managerial functions they are supposed to, they are judgemental and unreliable for purposes of measurement and they are incompatible with and undermine the principles of TQM (e.g. teamwork, improvement of processes and systems, motivation, learning). Soltani (2005) indicates that the performance appraisals and TQM are compatible i.e. the TQM effectiveness is possible through a performance management system that fits with the organisational strategy and culture (quality driven management strategy). Bacal (2007) indicates that performance appraisals are a people process leading to success (systems thinking-TQM). Performance, motivation and morale are enhanced through bidirectional feedback i.e. the appraiser and the appraisee work as a team, they communicate continuously and they clarify expectations. Harrington (2000) indicates that the problem is not the performance appraisals but the way they are implemented. Patz (1975) indicates that the performance appraisals become ineffective due to implementation obstacles e.g. information collection difficulties, mistrust in the use of information, the interview is considered as a chore. The performance appraisals should not be replaced not only because the obstacles can be avoided by fine tuning but also because they help (e.g. elimination of low performance, correction of behaviour, development, pay). Rasch (2004; Deming is also cited) indicates that the performance appraisals cause dissatisfaction and become divisive and counterproductive due to implementation flaws (e.g. arbitrary ratings, extrinsic rewards). However, when the performance appraisals are properly used they work. According to Harvey (1994), the performance appraisals are problematic when the following take place: the appraisals are used as a jack of all trades but master of none (the needs cannot be fulfilled if they are contradictory), top down and single source appraisals, the supervisors/managers play all the roles (employees concentrate on pleasing and not on improving), the development feedback is lost, the supervisors/managers lack the skills. The performance appraisals are effective when the following take place: the appraisals and development feedback are integrated (total systems approach for improvement), coaching skills for supervisors/managers, the changes are supported and accepted by everyone, 360 degree evaluation, the 360 degree evaluation and the pay evaluation are integrated but they are not conducted together. Bacal (2007) indicates that the performance appraisals are damaged, ineffective, stressful and uncomfortable and performance is not enhanced when the following take place: the employees and managers are negative and defensive, the employees and managers do not prepare for the appraisal, the appraisal is conducted only once a year and all feedback and communication is condensed in one interview, the employees and managers concentrate on the forms, the managers are not trained, the managers assess the trivial, the employees and managers do not concentrate on improvement but on what went wrong (blame), the employees are interested only in the pay. The performance appraisals become fundamental when the personal development is aligned with the organisational strategy through the following: the employees and managers participate in and focus on performance improvement by communicating and working together in order to achieve the same goals. Milkovich et al (1991) indicate that, even though the motivational possibilities of performance appraisals are qualified (limitation of inaccuracy which is present in all judgements), the employees are motivated to perform provided they believe that the performance appraisals are a reasonable estimate of how they performed (credible appraisers who appraise performance accurately because they know the employees' work and they are honest), the performance criteria are concrete and the employees participate in the

setting of goals. Faizal (2005) indicates that the implementation of performance appraisals is affected by cultural, organisational and political factors. According to Milkovich et al (1991), the performance appraisal and pay systems should be consistent with the culture and context (organisational and environmental factors) e.g. structure, personnel system, management styles, goals, performance definition, technology, unions, economic climate, legal and political issues. Bacal (2007) indicates that an effective PAS is the right system in the right context e.g. a system which is based on openness and participation is inconsistent with a culture in which conflict, change and learning are avoided. However, a PAS can change the culture and still be effective. Nykodym (1996) indicates that each organisation should design its own PAS so as to support its own objectives and the employees should understand and agree the purpose and functions of the PAS as well as their role and they should believe in the usefulness of the system. In order to enhance the effectiveness of performance appraisals and avoid the design and implementation problems the PAS should be accepted by the users and it should satisfy their needs, the employees should state their position, the plans should be discussed and the appraisers should be willing, skilled and trained. According to CIPD (2007), the PAS must be supported by the employees. The right way to conduct appraisals depends on the organisation and the people. Daley (1992) indicates that the PAS must be supported by the employees. According to ACAS (2008), the PAS should be monitored and changed so as to solve problems and satisfy needs and the changes should be agreed by the employees and implemented according to a timetable. The management should support and be committed to the appraisal methods and objectives which are agreed (through consultation) by the employees and trade unions. Fletcher (2004) indicates that the change of the PAS is necessary for purposes of consistency with the circumstances e.g. many public sector organisations are changing their PAS for purposes of effectiveness, efficiency and transparency. Bacal (2007) indicates that the change of the PAS should not be imposed upon the employees. The employees should be involved in the change so that the organisational and individual needs are satisfied, the resistance is minimised and the support and commitment are maximised.

### **7.3 - Summary**

According to the responses of the interviewees and questionnaire respondents, most of the participants believed in the factors of an effective PAS. In addition, most of the participants believed that the factors of an effective PAS were not present under the current PAS i.e. the main factors of an effective PAS (feedback, participation and goals) were not practised in the organisation and they were not included in the performance appraisal process (consistency with the analysis in chapter 4). The findings of the interviews and questionnaire as well as the literature review (e.g. Fletcher (2004/2007), Patz (1975), Allen (2003), Schuler and Jackson (1996))) indicated that the above factors improve performance especially when they are incorporated in the appraisal process (consistency with the analysis in chapter 4). According to the findings of the interviews and questionnaire, there were no other factors which improved performance (consistency with the literature review). In consequence, the absence of the above factors has not led to the enhancement of performance (consistency with the analysis in chapter 4, with the preceding analysis on performance i.e. the performance of most of the participants was not enhanced and with the literature review e.g. Coens and Jenkins (2002), Nickols (2004/2000), Joinson (2001), Harrington (2000), Rasch (2004), Gray (2002), Deming (cited by

previous authors)). The participants who believed in the factors of an effective PAS were more than the participants who believed that the factors of an effective PAS were not present under the current PAS. If the latter participants were as many as the former participants then the percentage for non-increased performance would be even higher. The participants who did not believe in the factors of an effective PAS were less than the participants who believed that the factors of an effective PAS were present under the current PAS. If the former participants were as many as the latter participants then the percentage for non-increased performance would be even higher.

For purposes of facilitating the reader, the summary of this section is presented in the form of the following table.

Summary (chapters 1, 2, 3, 4, 7, 8)

<p><u>Factors of an Effective PAS in relation to Performance:</u> according to the literature (inc. practitioner-researcher perspective) and the studies of the government and other public sector organisations in Cyprus, the factors of an effective PAS are the goals, feedback and participation.</p> <p><u>Applicability of the Above Factors to CTO Circumstances (Significance):</u> according to the interviews and questionnaire, most of the participants believed in the factors of an effective PAS.</p> <p><u>Applicability of Other Factors to CTO Circumstances (Significance):</u> according to the interviews and questionnaire, the participants believed that there were no other factors which were significant in relation to performance.</p> <p><u>Existence/Lack of the Factors at CTO (Current Situation):</u> according to the interviews and questionnaire, most of the participants believed that the factors of an effective PAS were not present under the current PAS; the above conclusions are consistent with the conclusions which have been reached during the review of the organisational documentation-regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus).</p> <p><u>Effect of the Existence/Lack of the Factors on Employees' Performance:</u> according to the interviews and questionnaire, the absence of the factors of an effective PAS (ineffective PAS) has not led to the enhancement of most of the participants' performance; most of the participants believed that the current PAS was ineffective as it did not enhance their performance, motivation, job satisfaction, ownership, responsibility or commitment and it needed to change and become effective so as to enhance performance; the above conclusions are consistent with the conclusions which have been reached during the review of the organisational documentation-regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus).</p>
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## **CHAPTER 8: CONCLUSIONS AND RECOMMENDATIONS**

### **8.1 - Conclusions**

According to chapters 1 and 2, the project's main research aim is the assessment of the effectiveness of the current performance appraisal system (PAS) of the Cyprus Tourism Organisation (CTO) in relation to the enhancement of individual and organisational performance. The effectiveness of the current PAS was assessed by meeting the following research objectives:

- identification of the main factors which make a performance appraisal system effective in relation to performance improvement (literature review and analysis-chapter 3 and review and analysis of studies conducted by the government and other public sector organisations in Cyprus-chapter 4)
- applicability of the main factors to CTO circumstances: significance of the factors in relation to employees' performance (organisational review and analysis: employees' opinion through interviews and questionnaire-chapter 7)
- existence or lack of the main factors at CTO (organisational review and analysis: employees' opinion through interviews and questionnaire-chapter 7 and organisational documentation-regulations of the current PAS-chapter 4)
- effect of the existence or lack of the main factors on employees' performance (organisational review and analysis: employees' opinion through interviews and questionnaire-chapter 7)
- applicability of other factors to CTO circumstances: significance of other factors in relation to employees' performance (organisational review and analysis: employees' opinion through interviews and questionnaire-chapter 7).

The conclusions of the project are based on the findings of the above assessment. The employees' opinion on the assessment of the situation is important because as indicated in chapter 2 the phenomena and social reality are investigated through the eyes of the people being studied and interpreted from their point of view and understanding and insight about the informal reality can be perceived only from the inside.

According to chapter 7, most of the participants believed in the factors of an effective PAS. In addition, most of the participants believed that the factors of an effective PAS were not present under the current PAS i.e. the main factors of an effective PAS (feedback, participation and goals) were not practised in the organisation and they were not included in the performance appraisal process (consistency with the analysis in chapter 4). The findings of the interviews and questionnaire as well as the literature review indicated that the above factors improve performance especially when they are incorporated in the appraisal process (consistency with the analysis in chapter 4). According to the findings of the interviews and questionnaire, there were no other factors which improved performance (consistency with the literature review). In consequence, the absence of the above factors (ineffective PAS) has not led to the enhancement of most of the participants' performance (consistency with the analysis in chapter 4 and with the literature review).

According to the analysis of the findings in chapter 7, it seems that most people like to work, they want to do a good job and they want to find enjoyment in their work provided the system and the working environment help them in doing that. People are not lazy, ineffective or inefficient unless the system and the working environment encourage such behaviour. This behaviour is usually experienced in a public sector

environment where the systems are deficient and the culture is counterproductive (e.g. the bureaucracy, the political interventions, the job and salary security, the PAS and the distortion of ratings and the lack of goals, measurement, feedback, participation and performance related rewards).

The following is a summary of most of the participants' views (chapter 7) in relation to the lack of the factors of an effective PAS:

- the appraisees and the appraisers did not jointly set and agree the appraisees' work goals, the goals were not "smart" or consistent with organisational goals and the appraisees were not facilitated in meeting them
- the appraisees and the appraisers did not measure the appraisees' performance
- ratings distortion was taking place
- the appraisees were assessed on the basis of their performance and personality (not on the basis of their performance only)
- the appraisers did not have the right appraisal skills and knowledge and did not receive sufficient and frequent appraisal training
- none of the appraisees were educated about appraisals under the current PAS
- the appeals were examined only by the appraisal team according to the regulations of the current PAS
- the right assessment method was not employed by the current PAS (this view was shared by almost all of the participants)
- the assessment criteria under the rating scales method employed by the current PAS were not sufficient and suitable (this view was shared by almost all of the participants)
- the appraisers did not provide the appraisees with proper feedback on their performance (progress monitoring, action plans, communication, coaching and an honest and trustful relationship are also included in feedback)
- the appraisers did not carry out effective appraisal interviews with the appraisees (appraisal interviews were not officially conducted under the current PAS)
- the composition of the appraisal teams was unsuitable
- participation was not taking place in the stages of goals, feedback and measurement
- participation was not taking place in the stages of appraisal forms completion, appraisal interviews, self-evaluation and PAS evaluation (the appraisers and appraisees did not go through these stages because they were not a requirement of the current PAS)
- the performance under the PAS did not determine the salary of the participants (the performance related pay was not employed at CTO)
- the true performance under the PAS did not determine the rewards under the reward system; in addition, the reward system was deficient: rewards over and above the salary (monetary, non-monetary or both) were not provided and the participants were in general not recognised for the work that they performed.

According to the above, it can be concluded that the performance appraisals are not employed as they should under the current PAS (both inherent and implementation weaknesses). This conclusion is also consistent with the opinion of most of the participants (chapter 7) who believed that the current PAS was ineffective as it did not enhance their performance, motivation, job satisfaction, ownership, responsibility or commitment and it needed to change. Almost all participants believed that a PAS should change whenever it was necessary because an effective PAS could enhance performance and help in the creation of motivation, job satisfaction, ownership, responsibility and commitment.

The above conclusion is also consistent with the opinion of the government and other public sector organisations in Cyprus (see chapter 4). They believed that their current PAS (which is the same or similar to the current PAS of CTO) was ineffective and needed to change. The findings of the projects or studies that they conducted are consistent with the findings of the project in relation to the lack of the factors of an effective PAS.

According to the analysis of the findings in chapter 7 (see interviewees' comments), the lack of the main factors of an effective PAS (goals, feedback, participation) and the consequent reduction in performance were caused not only because the factors were not officially part of the current PAS but also because of lack of time and other resources (inc. money, human resources, training and skills, personnel department etc.) which were necessary for the practical application of the factors. According to the interviewees, the lack of time and other resources (which was inevitable because of many uncontrollable factors: emergencies and new ad hoc priorities) and the bad management allowed an inefficient and ineffective behaviour and created an unpleasant and unproductive environment e.g. the staff shortage during the execution of work undermined quality and made employees feel uncomfortable and stressed, the high performers were overloaded (unfair allocation of work) and blamed for any delays so that they were demotivated and demoralised, the task of sorting out uncertainty, disagreement and confusion about the employees' roles and responsibilities was time consuming, the bureaucracy and hierarchy prevailed at the expense of performance, the ineffective human resource management (not having the right people at the right places) was counterproductive and frustrating.

The problem of the lack of time and other resources could possibly be resolved by hiring more people so as to share the work load. However, this option is a difficult pursuit in a public sector organisation i.e. the recruitments are sensitive, complicated and sometimes impossible due to political interventions and insufficient funds. An alternative option is the change of the current dysfunctional systems so that unnecessary and time consuming procedures (not adding value) which derive from them stop. This is also a difficult pursuit as it is not so straightforward and acceptable to get rid of the systems which have been in use for years and inherited from the government. However, this option is better, wiser, more effective and cheaper than the first option so that it could be considered as an acceptable and feasible solution i.e. one-off expenditure for changing the out of date and bureaucratic systems without having to pay on a recurring basis for extra people who would be hired (first option) to operate the current systems which make them inefficient.

The change of the current PAS is an example of the approach taken by the second option. The systematic application of the main factors of an effective PAS (goals, feedback, participation) under a new and improved PAS will require at first extra time and other resources. However, this extra time and cost will be recovered because the factors will become part of the culture (cultural change through the change of the PAS) and will lead to performance improvement in the long term.

## 8.2 - Recommendations

According to chapters 1 and 2, the project's main research aim and outcome is the production of suitable recommendations for the attention of the Board of Directors, the Management and the Trade Unions. The recommendations will assist CTO in changing the current PAS for purposes of enhancing individual and organisational performance i.e. the introduction of an effective PAS at CTO. The recommendations are based on the findings (chapters 3, 4 and 7) and conclusions (see above) of the project. The employees' opinion (part of the findings and conclusions) on the features of the new and effective PAS is important because as indicated in chapters 1 and 2 a PAS becomes effective and enhances performance when it is compatible with the organisation, the culture and the employees (the situation cannot be ignored); in addition, the employees support and are committed to a new PAS when it is based on their opinion (instead of being imposed with the change they are involved in it).

As indicated in chapter 2, the recommendations will act as an action plan for future development and implementation at CTO e.g. external human resource experts in cooperation with the CTO human resource department, the Trade Unions and the rest of the employees (inc. myself) will put into effect my guidelines and recommendations. The implementation of the recommendations of the project was outside the scope of the project. Within the scope of the project was the production of the recommendations which was a realistic and achievable outcome within the time available; otherwise, the project would be too difficult to be managed by one researcher since the implementation requires more time and the involvement of other people. Even though the implementation of the project recommendations is outside the scope of the project, an implementation strategy has been drafted (found at the end of this chapter) and it could be adopted when CTO decides to proceed with the recommended changes.

As mentioned above, the recommendations are based on the findings and where appropriate the recommendations refer to the findings e.g. each recommendation refers to the findings by mentioning the participants' opinion. The triangulation tables in chapter 7 (participants' opinion: interviews and questionnaire, studies of the government and other public sector organisations in Cyprus, insider/practitioner-researcher perspective, literature) show in more detail the linkage of the recommendations back to the findings but for purposes of avoiding repetition and keeping the content/length of this chapter at a reasonable level the triangulation tables have not been reproduced in this chapter. However, the linkage of the recommendations back to the findings that is shown in chapter 7 is referred to in this chapter for purposes of facilitating the reader i.e. a reference to the relevant triangulation table(s) and subsection/sub-subsection number(s) in chapter 7 is provided at the end of each recommendation.

The features of the recommended PAS are the following:

-Introduction of the goals method for purposes of performance not only because it was the most popular assessment method among the participants but also because it is a fair, valid and reliable basis for improving and rewarding performance since the appraisees' true performance can be objectively measured through fact-based evidence (minimising the current phenomenon of the distortion of ratings e.g. "excellent" ratings, bias, interpersonal relationships). The participants believed that ratings distortion should not take place and the appraisees should be assessed on the basis of their performance. The appraisees and the appraisers should jointly set and

agree the appraisees' goals, the goals should be "smart", consistent with the organisational goals and revised when necessary (e.g. taking into account uncontrollable factors) and the appraisers should facilitate the appraisees in meeting them (also supported by the participants). In addition, the appraisees and the appraisers should measure the appraisees' performance (also supported by the participants). The difficulty of setting "smart" goals and measuring performance in the public sector which has been mentioned by certain interviewees is consistent with the opinion of certain authors (see chapter 3 e.g. more open to external influences and less able to respond, division of leadership between political and career employees, lack of control over personnel and resources). However, the advantages of these features make their introduction a necessary prerequisite in relation to the effectiveness of the recommended PAS. Besides, their implementation in a public sector environment is not impossible (also mentioned by the interviewees). Almost all participants believed that it was possible to measure their performance.

[see the triangulation tables in the following sub-subsections/subsection of chapter 7: 7.2.1.1, 7.2.1.2, 7.2.1.3, 7.2.1.4, 7.2.1.7, 7.2.3].

-The performance assessments should be conducted by suitable appraisers (also supported by the participants). The selection of the most suitable appraisers (number and capacity) will be determined by the tasks and position of each appraisee (extent of working contact). The appraisal team should preferably consist of more than one appraiser (also suggested by some interviewees) so as to minimise the effect of the single appraiser bias that may be present (e.g. the appraiser may be biased because of interpersonal difficulties with the appraisee). The immediate superior of the appraisee should always participate in the performance assessment (also emphasised by the interviewees) because his/her sufficient working contact with the appraisee (he/she knows the appraisee and his/her jobs) makes him/her the most suitable appraiser (setting and agreement of goals, delegation, supervision, coaching, monitoring and measurement of true performance against the goals). In the case of the Director General (whose performance is very critical and must be assessed), the assessment should be conducted by the Board of Directors because of their sufficient working contact with the Director General.

[see the triangulation tables in the following sub-subsections of chapter 7: 7.2.2.2, 7.2.1.1, 7.2.1.2, 7.2.1.3, 7.2.1.7].

-Even though most participants believed that the appeals should be examined by other independent persons and the appraisal team which conducted the assessment in the first place, the option of other independent persons only is recommended for purposes of being consistent with the principle of segregation of duties and maximising objectivity and fairness. The option that was selected by most participants may prevent the appraisal teams from ratifying or amending their original ratings in an unfair and biased manner (if the independent persons disagree) but it does not prevent them from becoming defensive especially when the independent persons do not find their arguments convincing and they disagree with them (a behaviour which usually leads to conflict, stress, undermining, revenge etc.). Therefore, the examination of appeals by other independent persons only does not only prevent the appraisal teams from behaving in the above way but it also safeguards the principle of segregation of duties. The independent persons, who will act in the capacity of a judge, will ratify or amend the performance assessments conducted by the appraisers (appraisal teams) after examining evidence of performance provided by the appraisers and the appraisee during a hearing (also suggested by some interviewees). The independent persons should be sufficiently educated and trained about all the features of the recommended



PAS. The role of the independent persons should be taken by senior employees who know the organisation and its activities well and who are expected to challenge the appraisers and appraisees without feeling uncomfortable and compromising their independent judgement (also suggested by some interviewees).

[see the triangulation tables in the following sub-subsections of chapter 7: 7.2.1.6, 7.2.1.3].

-Introduction of the rating scales and 360 degree feedback methods (in combination) for purposes of development. The 360 degree feedback method was the second most popular assessment method among the participants and the rating scales method was the third most popular assessment method among the participants. These assessment methods are more suitable for purposes of development rather than performance and recognition because they are subject to assessment distortion (inherent subjectivity which is associated with the rating scales method and tactics of collusion or revenge which are associated with the 360 degree feedback method). It was considered suitable to combine the two methods not only because the rating scales method was selected by the participants in combination with other methods but also because the 360 degree feedback method (feedback from multiple appraisers) must be employed in combination with other methods (the 360 degree feedback method does not determine the basis of assessment but only the type and number of appraisers). It is more suitable to combine the 360 degree feedback method with the rating scales method rather than the goals method because it is unlikely for the 360 degree feedback respondents (e.g. subordinates and peers) to be aware of an appraisee's set and agreed goals (by the appraisers and the appraisee) and the progress made against those goals whereas the working contact that they have with an appraisee allows them to express an opinion on the personality aspects of the appraisee which are assessed under the rating scales method (most participants believed that the appraisees should also be assessed on the basis of their personality). The average score of the ratings of all the 360 degree feedback respondents is considered to be a reasonable, objective, valid and reliable reflection of an individual's personality as it represents the opinion of many individuals (reducing the subjectivity which is associated with the rating scales method when it is used in isolation; also supported by some interviewees). The selection of the most suitable 360 degree feedback respondents (superiors, subordinates, peers, business associates) will be determined by the tasks and position of each appraisee. The results of the assessment will be interpreted by an expert coach and confidentiality will be safeguarded (also suggested by some interviewees). As mentioned above, the rating scales method is not suitable for purposes of performance and recognition because of its inherent subjectivity i.e. the competencies or assessment criteria under the rating scales method represent mainly aspects of an individual's personality (the individual's performance is usually enhanced when the individual behaves in the manner specified by these aspects) which cannot be objectively measured and matched with the individual's performance (inherent distortion which cannot be legally challenged due to the loopholes of the rating scales method: the assessments are distorted but according to the rating scales method the assessments are conducted as they should; also supported by some interviewees). However, the rating scales method can be used for purposes of development (also suggested by some interviewees) since it is directly related with personality i.e. aiding the appraisees in developing personality aspects that will help them improve their performance. The usefulness of the rating scales method can be maximised through the following (also suggested by some interviewees): the scale should be sufficient (e.g. from 1 to 9), the use of the scale should be explained (how the criteria are rated),

the criteria should be developed according to the job requirements of each position and carry weights according to their significance, the criteria should be specific, clearly defined and explained, the ratings should be justified with examples.

[see the triangulation tables in the following sub-subsections of chapter 7: 7.2.1.7, 7.2.1.1, 7.2.1.2, 7.2.1.3, 7.2.1.4, 7.2.2.2].

-The introduction of other assessment methods (e.g. critical incidents, ranking, narrative report) is not necessary at this stage not only because the other assessment methods were not very popular among the participants but also because the recommended methods are more suitable and sufficient for purposes of performance and development. Some of the disadvantages of the other assessment methods are the following (also mentioned by some interviewees): the ranking method usually leads to conflict and unhealthy competition, the applicability of the critical incidents method is restricted by the low frequency of critical incidents, the narrative report method is very subjective, it is subject to misinterpretation and it leads to inconsistent assessments among appraisers.

[see the triangulation table in the following sub-subsection of chapter 7: 7.2.1.7].

-It is important for the appraisees to participate in their performance and development assessments through self-assessment (also supported by the participants) for purposes of enhancing the fairness of the recommended assessment methods and creating a culture of performance and development.

[see the triangulation tables in the following subsection/sub-subsection of chapter 7: 7.2.3, 7.2.1.7].

-The assessment results of the performance and development methods must be considered and discussed during the appraisal interview (see below) for purposes of drafting an agreed action plan in relation to the appraisees' performance improvement and further development.

[see the triangulation tables in the following sub-subsections of chapter 7: 7.2.2.1, 7.2.1.7].

-Introduction of a formal and informal feedback mechanism. The participants believed that all the components of the formal and informal feedback mechanisms were significant. The informal feedback mechanism (on a continuous basis) should consist of the following: communication, coaching and monitoring of performance. The formal feedback mechanism (once or twice a year) should consist of the following: assessments for purposes of performance and development (see above), appraisal interview and agreed action plan for the future which should be followed-up. The completion of the assessment form will stop being a meaningless and superficial ticking-box exercise (compliance with regulations) and it will become an interesting, participative and constructive exercise i.e. the appraisal interview will provide the appraisers and the appraisees with the opportunity to express their opinion, make their complaints and have an honest dialogue (without surprises or secret agendas) about the appraisees' assessments, performance, goals, problems, potential, development, strengths and weaknesses (also mentioned by some interviewees). The formal and informal feedback mechanisms will be applicable to all employees including the low performers who are difficult, defensive, non-cooperative and not interested in performance improvement (also mentioned by some interviewees). Under the recommended PAS, these employees will be forced to change their attitude and improve their performance not only because they will not be able to use the excuse of lack of feedback anymore but also because there will be consequences (their assessments will reflect their true performance, their rewards will be based on their true performance).

[see the triangulation tables in the following sub-subsections/subsection of chapter 7: 7.2.2.1, 7.2.1.7, 7.2.3].

-The appraisers and the appraisees should be sufficiently educated and trained (also supported by the participants) for purposes of implementing the formal and informal feedback mechanisms. The education and training should cover the following: setting and agreement of “smart” goals by the appraisers and the appraisees, measurement of performance against the goals through fact-based evidence (assessment by the appraisers and self-assessment by the appraisees), assessment of the competencies or assessment criteria under the rating scales method (assessment by the 360 degree feedback respondents and self-assessment by the appraisees), participation by the appraisers and the appraisees in the appraisal interview, agreement of an action plan for the future by the appraisers and the appraisees, continuous two-way communication between the appraisers and the appraisees, continuous coaching and monitoring of performance by the appraisers.

[see the triangulation tables in the following sub-subsections of chapter 7: 7.2.1.5, 7.2.1.1, 7.2.1.2, 7.2.1.3, 7.2.1.7, 7.2.2.1].

-Computerisation of the recommended PAS for purposes of administering the system more effectively and efficiently (e.g. the process of obtaining feedback from the 360 degree feedback respondents will become a lot easier and faster, e.g. the process of measuring performance will become more efficient).

[see the triangulation table in the following sub-subsection of chapter 7: 7.2.1.7].

-As indicated in chapter 2, the primary aim of the project is not the development of an appraisal system which will be used primarily for determining salaries and rewards but the development of an appraisal system which will be used primarily for improving performance. All the recommendations which have been provided so far refer to the recommended PAS which will be used for purposes of performance and development. The recommendations which are provided here refer mainly to the new reward system which must be developed. The latter recommendations are provided not only because they are related to the recommended PAS but also because almost all the participants believed in recognition and rewards and wanted to be recognised for the work that they performed i.e. recognition and rewards were significant and motivated performance improvement.

The recommended PAS and the new reward system will be linked but separate systems for purposes of minimising distortion. The reward system will be based on the PAS in relation to the appraisees’ true performance on which the rewards must be based (performance related rewards for motivating performance improvement). In addition, the assessments under the recommended PAS (performance and development) will not be conducted at the same time as the award of the rewards under the new reward system (recognition for performance). Even though these recommendations are consistent with the current PAS and the current promotion system (the promotion system is based on the PAS but they are separate systems), distortion is not minimised because the current PAS is used exclusively for promotions (also mentioned by some interviewees) and its features are insufficient in relation to the reflection of true performance; the assessments become problematic because of the promotions and the promotions become problematic (ineffective human resource management) because they are based on problematic assessments. According to the literature, when a PAS is used primarily for determining salaries and other monetary rewards it becomes distorted and politicised and its performance and developmental nature is diluted (this is actually the case with the current PAS). Distortion is minimised under the recommended PAS because it will be used for

performance and development and its features are sufficient in relation to the reflection of true performance. Therefore, it makes sense to base the new reward system on the recommended PAS because the basis of true performance is a valid, reliable and fair basis.

The new reward system should not be based on the appraisees' qualifications and seniority (criteria under the current promotion system) as the appraisees' knowledge and experience are reflected in their performance (also mentioned by some interviewees). The new reward system should provide the appraisees with both monetary and non-monetary rewards as most participants wanted to be rewarded with both types of reward. The most popular rewards among the interviewees were the following: promotion, acknowledgement, bonus, public appreciation and empowerment. The non-monetary rewards are sometimes more important than the monetary rewards because of the intrinsic satisfaction and the powerful motivation they provide (also supported by some interviewees). The non-monetary rewards should be provided to all the appraisees who meet their performance targets. The monetary rewards can be provided in the same manner as the non-monetary rewards but as it is most likely for monetary rewards to be limited the appraisees must be ranked so that the available monetary rewards are awarded to the appraisees with the highest performance.

[see the triangulation tables in the following sub-subsections of chapter 7: 7.2.4.1, 7.2.1.1, 7.2.1.2, 7.2.1.3].

-Even though most participants were in favour of the PRP (performance related pay), this type of salary basis is not recommended despite the corresponding benefits (fairness and performance improvement as the employees are paid on the basis of their performance instead of their position title; also mentioned by some interviewees). The introduction of the PRP is not possible at the moment because an effective PAS is not in place yet. The PRP must be based on a sound and effective PAS (e.g. assessment of true performance which is objectively measured by using fact based evidence). However, the introduction of the PRP (which is not compulsory) is possible in the future provided the recommended PAS will be successfully implemented and the employees will still be in favour of its introduction. The PRP should not be introduced hastily but carefully and wisely so as to avoid penalising unfairly the employees with a low salary. The employees' opinion in relation to the conditions under which the PRP will operate is important for purposes of its successful implementation. Some of the interviewees mentioned the following conditions: based on an effective PAS, applicable to the total or part of the salary, taking into account uncontrollable factors, applicable to all employees, providing the employees with the opportunity to perform. Certain interviewees were not in favour of the PRP not only because they believed that the condition of an effective PAS could not be easily met in a public sector environment (consistency with the opinion of certain authors - see chapter 3) but also because they believed that the PRP was very stressful (salary insecurity) and could not enhance performance (carrot and stick). They also believed that performance could be improved through an effective PAS (provided it could be successfully implemented) and additional performance related rewards (over and above the fixed salary e.g. promotion, bonus). In addition to the successful implementation of the recommended PAS mentioned above, the consent of the government is required before the PRP is introduced because the employment terms and conditions of the government and public sector employees are regulated by government policy and legislation. Therefore, any change in the employment terms and conditions of the employees of CTO will also apply to the employees of the

government and other public sector organisations. This means that the government and other public sector organisations must also introduce an effective PAS (in the same way as CTO) because the PRP will be based on the employees' performance. [see the triangulation tables in the following sub-subsections of chapter 7: 7.2.4.2, 7.2.1.1, 7.2.1.2, 7.2.1.3, 7.2.4.1].

-Even though the public sector privilege of job security leads to low levels of motivation (also mentioned by some interviewees who also believed that very few employees were motivated by this privilege), the employment contract of a definite duration is not recommended despite the corresponding benefits (fairness and performance improvement as the employees are employed on the basis of performance). The employment contract of a definite duration (which is practised in the public sector of other countries) leads to maximisation of performance because of the flexibility that it provides i.e. renewing the employment contracts of high performers for a specified period and terminating the employment contracts of low performers. The introduction of this employment status is not possible at the moment because a sound and effective PAS is not in place yet (e.g. assessment of true performance which is objectively measured by using fact based evidence). However, the introduction of this employment status (which is not compulsory) is possible in the future provided the recommended PAS will be successfully implemented (careful and wise introduction so as to avoid penalising unfairly the employees with termination of employment). In addition, the consent of the government is required because the employment terms and conditions of the government and public sector employees are regulated by government policy and legislation. Therefore, any change in the employment terms and conditions of the employees of CTO will also apply to the employees of the government and other public sector organisations. This means that the government and other public sector organisations must also introduce an effective PAS (in the same way as CTO) because the new employment status will be based on the employees' performance.

[see the triangulation tables in the following sub-subsections of chapter 7: 7.2.4.2, 7.2.1.1, 7.2.1.2, 7.2.1.3, 7.2.4.1].

Most of the features of the proposed new PAS that were recommended in the projects or studies of the government and other public sector organisations in Cyprus (see conclusions of the project) are consistent with the factors of an effective PAS which are discussed in the literature review (see chapter 3), the features of the current PAS of certain organisations in the private sector in Cyprus (see chapter 4) and with the features of the recommended PAS of the project (see above). The recommendations in the above projects or studies have not been implemented yet (see chapter 4) apart from the case of one public sector organisation which introduced the new features on a pilot basis. The unsuccessful attempts of the government and other public sector organisations in relation to the change of their PAS may be an obstacle to the implementation of the recommended PAS of the project (more details about the inhibitors of change are provided in the paragraph below).

During the research there were no strong indications in relation to the stakeholders' resistance to change or other obstacles but it is necessary to be proactive and consider the possible inhibitors of change (such as the unsuccessful attempts of the government and other public sector organisations in Cyprus which are mentioned in the previous paragraph) so that ways are found to mitigate them.

As indicated in other chapters, the change may be difficult because of the following inhibitors of change which are related to the adoption (stakeholders' resistance) and implementation (e.g. cultural obstacles) of the recommended PAS at CTO:

- fear of the unknown

- loss of comfort zones

- self-interest

- government: unsuccessful attempts in the past for changing the PAS in the government and other public sector organisations (see above), it is customary (good practice) for the public sector organisations in Cyprus to adopt the same or similar systems (homogeneity) as the government (the current PAS of CTO has been inherited from the government and has been used for years)

- trade unions: the trade unions did not participate in the research and their non-response/non-participation may be an indication of their resistance in the future

- interpersonal relationships

- indifference/take it easy.

As indicated in other chapters, the change is possible and realistic (feasibility of change) because of the following mitigating factors which are related to the adoption (stakeholders' resistance) and implementation (e.g. cultural obstacles) of the recommended PAS at CTO:

- the resistance to change has been minimised and the public sector/government in Cyprus are receptive to and appreciate change (dynamism and consistency with the environment) due to other changes in the public sector/government which have been brought about by the accession of Cyprus into the EU

- the need for change and the benefits of change (a win-win situation: see the stakeholders' needs/benefits in the next paragraph) will be communicated to the stakeholders by me; due to my insider researcher role I am in a better position to persuade the stakeholders about the change

- the need for the change of the PAS was established in the past by CTO and the government/public sector in Cyprus (the latter attempted in the past to change their PAS: see above)

- the PAS in the public sector in other countries has changed for purposes of enhancing performance

- the government in Cyprus has recently undertaken a study for purposes of eliminating bureaucracy and inefficiency (direct relevance of the recommended PAS which enhances performance)

- the government is expected to consent to the adoption of the recommended PAS at CTO not only because of what has been mentioned above but also because the government homogeneity is customary but not compulsory for the public sector organisations in Cyprus (legal independence/ autonomy); if a public sector organisation wishes to adopt a different system it can do so especially in the case of systems/regulations (e.g. the PAS) which are not part of the centralised government policy (e.g. salary security, employment security)

- the government and other public sector organisations in Cyprus are expected to be encouraged (by what has been mentioned above) to reconsider their previous unsuccessful attempts and change their own PAS by following the example of CTO (homogeneity)

- the trade unions are expected to consent to the adoption of the recommended PAS at CTO not only because of what has been mentioned above but also because of the following: the trade unions influence to a certain extent the policies which affect the employees but they are not as powerful as they used to be and in the last years their

negotiating power has decreased (e.g. they could not prevent the reduction in the employees' salary caused by the economic crisis measures which were approved by the parliament), the recommended PAS is based on the opinion of the employees who are members of the trade unions (it is not a PAS that will disadvantage them but a PAS that they want), some of the trade union representatives (who are also employees) participated in the research from their capacity as an appraiser (granting an interview) or as an appraisee (completing a questionnaire) and may have been in favour of the recommended PAS, the views of the trade union representatives (who are also employees) are most likely to be similar to those of most of the participants (in favour of the recommended PAS) since a significant number of the employees participated in the research and most of them shared the same views, the newly elected representatives may also be employees who participated in the research and were in favour of the recommended PAS

-the adoption of the recommended PAS at CTO will also bring about a change in the culture because the systematic application of the factors of an effective PAS will become part of the culture: the culture will be characterised by performance and development instead of interpersonal relationships (the assessments do not reflect the true performance: "excellent" ratings) and indifference/take it easy (the performance is kept at low levels): the characteristic of interpersonal relationships will be minimised as the assessments will be objective and reflect the true performance, the characteristic of indifference/take it easy will be minimised as there will be consequences for purposes of assessment and recognition (they will be based on the true performance) and the employees will learn to plan/set goals, communicate, achieve goals, etc (it is sometimes difficult to set and measure goals in the public sector but it is not impossible); the systematic application of the factors of an effective PAS will require extra resources/cost but these will be recovered in the long term due to the enhanced performance (benefits of change-a win-win situation: see above)

-the stakeholders were not and will not be imposed with change but they were and will be involved in it for purposes of maximising their commitment, ownership, support, acceptance and understanding: many employees participated in the research (evaluation and change of the current PAS of CTO) and the recommended PAS is based on their opinion which reflects the situation/context, everybody will participate in the implementation of the recommended PAS at CTO (not only the participants but all the employees, the management, the trade unions and me; due to my insider researcher role I am in a better position to implement the change with colleagues etc.).

As indicated in chapters 1 and 2, the needs of the stakeholders are met through the project. Through the implementation of the project's recommendations, the stakeholders (the employees of CTO including myself, CTO, the economy of Cyprus) will benefit since the recommended effective PAS will transform the culture and enhance the employees' performance (higher productivity and effectiveness, meeting their goals and satisfying their needs of learning, development and job satisfaction) and the performance of CTO (more effective and efficient use of resources and meeting the mission and the organisational goals more effectively through the achievement of the employees' goals which will be consistent with the organisational goals) and that will reflect on tourism (increasing the tourist inflow in Cyprus by meeting the mission of CTO which is the promotion of tourism in Cyprus) and the economy of Cyprus. The enhancement of performance and the added value at all levels (individual, organisational, national) are particularly important and relevant in today's economic climate (the international economic crisis and recession which has

affected Cyprus and many other countries) i.e. the individuals, organisations and countries need to perform in order to survive. The research is sustainable and social (beneficial to those mentioned above) and the economic implications (the financial gains are indicated above) have been explored and they are in harmony and in general the needs of all the stakeholders (win-win) are met.

As indicated in other chapters, the project is unique and can be considered as an original contribution to the knowledge and practice of performance appraisals because the subject of performance appraisals has not been researched at CTO before i.e. a type of research that nobody else conducted before. In addition, the subject of performance appraisals has been hardly researched in Cyprus or the public sector in Cyprus (only a few studies).

As indicated in other chapters, the project is useful because the performance and added value of CTO (inc. the employees) and the Cypriot economy are enhanced through the implementation of the project's recommendations (see the stakeholders' needs/benefits in the previous paragraph) and other researchers and similar organisations (e.g. the government and public sector organisations in Cyprus) can refer to the project and borrow ideas and conduct further research and extend existing knowledge through the availability of the project knowledge to the academic and practitioner community. The project is important and worthwhile due to its benefits/usefulness and uniqueness (see above). The project is constructively contributing to the society because it is important and worthwhile.

As indicated in other chapters, other researchers and similar organisations (see above) can refer to the project and borrow ideas and conduct further research (work based research for testing the project's applicability to their own context) and extend existing knowledge in the same way as I did (knowledge derived from specific circumstances of work contexts) despite the fact that the project was undertaken for providing solutions to CTO and not to others and that wide generalisation is not usually possible with the case study. The extent to which the project knowledge can be transferred to other situations (generalisation) depends on how similar is the case study/project to other situations (reliability). The reliability can be assessed through the qualitative research criterion of rich, thick descriptions which is satisfied (comprehensive, detailed and in-depth explanation of the context, subject, methodology and findings).

### 8.2.1 - Implementation Strategy

Even though the implementation of the project recommendations is outside the scope of the project, the following implementation activities could be carried out when CTO decides to proceed with the recommended changes:

- Presentation of the project conclusions and recommendations (inc. this "implementation strategy") to the Board of Directors, the Management and the Trade Unions.
- Approval of the implementation of the recommendations by the Board of Directors, the Trade Unions and the Ministry of Energy, Trade, Industry and Tourism.
- Appointment of external human resource experts who will work together with the internal human resource department, the Trade Unions and the rest of the employees (inc. myself and the Management) for purposes of implementing the new PAS. It is important that everyone participates in this change because participation will lead to understanding, acceptance, ownership, support and commitment to the new system. It is also important that I become actively involved during this stage (e.g. as the project



consultant) because my worker-researcher role enables me to contribute constructively. As it is possible for employees to disagree with each other on how a change is brought about despite their support and belief in the change, a mechanism for resolving disputes and disagreements should be in place (reaching consensus) for purposes of preventing possible implementation complications. The activities of this stage are the following:

- development of organisational and individual goals (“smart” and consistent with each other)
- development of objective measures (e.g. time sheets) for assessing performance against the goals
- appointment of suitable appraisers who will assess performance against the goals
- appointment of independent persons who will examine appeals
- development of specific assessment criteria under the rating scales method according to the job requirements of each position (inc. weights according to significance); the criteria should be clearly defined and explained
- development of a sufficient scale under the rating scales method; the use of the scale should be explained (how the criteria are rated)
- appointment of suitable 360 degree feedback respondents who will assess the assessment criteria under the rating scales method (developmental purposes) as well as an expert coach who will interpret the assessment results
- selection of suitable software (computerisation of the new PAS)
- education and training of the appraisers and appraisees for the following: setting and agreement of “smart” goals, measurement of performance against the goals through fact-based evidence (assessment by the appraisers and self-assessment by the appraisees), assessment of the assessment criteria under the rating scales method (assessment by the 360 degree feedback respondents and self-assessment by the appraisees), appraisal interview, agreement of an action plan for the future, two-way communication, coaching and monitoring of performance
- education and training of the independent persons for examining appeals
- specification of monetary and non-monetary rewards.

After the new PAS goes live, the activities which refer to the goals, appraisers, independent persons, 360 degree feedback respondents and education and training will be repeated (cyclical process) according to the earlier explanation of the features of the recommended PAS.

- Piloting the new PAS (as well as the new reward system) for a certain period of time, evaluation of the results and making amendments if necessary.
- Drafting of the regulations of the new PAS (as well as the new reward system) by the human resource and legal departments.
- Approval of the regulations of the new PAS (as well as the new reward system) by the Ministry of Energy, Trade, Industry and Tourism and the Parliament.
- Dealing with budgetary implications (provision of additional funds that may be required e.g. bonus for exceptional performance).
- The new PAS and the new reward system go live. The current PAS and the current promotion system are phased out.

Even though the above implementation activities require extra time and money, they are not expected to be too time consuming or too costly especially when someone takes into account the added value that will accrue through implementation.

The new PAS (as well as the new reward system) should be monitored and evaluated by the Management, the employees (appraisers and appraisees) and the Trade Unions on an ongoing basis and amendments should be made if necessary (also supported by the participants).

[see the triangulation tables in the following subsections of chapter 7: 7.2.3, 7.2.6].

During this review and improvement procedure, the possibility of introducing the PRP and the employment contract of a definite duration should be considered. In addition to the successful implementation of the recommended PAS, the consent of the government is required because these issues affect the employment terms and conditions of the government and public sector employees which are regulated by government policy and legislation. Therefore, CTO will have to convince the government through extensive consultation not only about the advantages of the PRP and the employment contract of a definite duration but also about the tangible benefits of the recommended PAS (after its successful implementation) on which the PRP and the employment contract of a definite duration will be based. This approach is necessary because the PRP and the employment contract of a definite duration will not only apply to the employees of CTO but also to the employees of the government and other public sector organisations. This means that the government and other public sector organisations must also introduce an effective PAS (in the same way as CTO) because the PRP and the employment contract of a definite duration will be based on the employees' performance.

[see the triangulation table in the following sub-subsection of chapter 7: 7.2.4.2].

## **CHAPTER 9: REFLEXIVE ACCOUNT OF PERSONAL LEARNING AND PROFESSIONAL JOURNEY**

According to chapters 1 and 2, one of the project's outcomes is the assessment of the development of my research skills during the execution of the project.

I believe that the project was an incredible learning experience because through it I developed my research skills, my professionalism and other personal qualities such as patience, rigour and perseverance. I became more knowledgeable not only about the subject of research but also about the subject under investigation. I feel fulfilled through this personal development and knowledge because I have an enquiring mind and I enjoy learning. In addition, I feel that I can apply this knowledge at work so as to become a better manager and more professional.

The application of research theory to the project was not an easy or straightforward task despite the carefully planned proposal of the project because of contingencies which could not have been predicted (a common phenomenon faced by many researchers). Certain research activities did not develop as expected but under the circumstances they were conducted in the best possible manner (bounded rationality: replacing the optimum with the sufficient) so that the quality of the research would not be undermined. I believe that this experience was a major contributor to the development of my research skills.

The project naturally took longer than expected because the above process required extra effort and time.

I believe that the quality of the research is of a high standard because of the following positive features:

- The comprehensive, detailed and in-depth explanation of the subject, context and methodology (rich, thick descriptions) enables the readers to evaluate the extent of transferability of the project conclusions and recommendations to other situations.
- The findings are valid and reliable (credibility) and bias has been minimised through triangulation. The data which were collected from different sources (literature review, organisational documentation review-review of the regulations of the current performance appraisal system (PAS), review of studies or projects conducted by the government and other public sector organisations in Cyprus, interviews and questionnaire) are to a great extent consistent with each other. The findings of the interviews and questionnaire are consistent with each other (most interviewees and most respondents shared the same views) apart from certain cases which are not material so as to undermine the overall consistency. According to chapter 7, the inconsistency could be justified by the following: the experiences of the interviewees and the respondents were not the same as the participants for the interviews were mostly appraisers and the participants for the questionnaire were mostly appraisees, the interviewees and the respondents might have exaggerated in a different way about certain issues in their effort to justify their actions and/or beliefs, the interviewees and the respondents had different views on certain issues due to differences in circumstances between the time when the interviews were conducted and the time when the questionnaire was distributed, the respondents might have made mistakes in case they did not read the questions (inc. explanatory comments and definitions) carefully in an effort to complete the questionnaire as fast as possible whereas the interviewees answered the questions after they were explained and discussed (the

interaction enhanced the extent of informed decision making). In certain cases, the respondents' mistakes were corrected (see later) for purposes of enhancing the validity and reliability of the questionnaire data which were undermined by obvious mistakes and logical inconsistencies. In most cases, the corrections enhanced the consistency between the findings of the interviews and the findings of the questionnaire but as the corrections are not material the overall consistency is not undermined (overall consistency of the findings even in the absence of the corrections).

-The data collection methods were suitable for the project as the research questions have been answered and the data collected are valid and reliable (see triangulation above). The questions that were asked through the interviews and questionnaire were suitable (content, presentation, duration) not only because they were based on the literature, the studies of the government and other public sector organisations, the organisational documentation-regulations of the current PAS and my insider knowledge but also because they were piloted. In the case of the questionnaire, they were also based on my experience with the appraiser and preliminary interviews (informed questionnaire). Despite the suitability of the questions and my reliance on them, I was flexible and prepared to revise them by exploring issues which emerged e.g. I referred to previously reviewed literature for more details or I reviewed more recent literature (the literature review was an ongoing process and did not apply only to issues which emerged). However, the issues which emerged and I explored were abandoned at a later stage since they were not so significant and they did not provide new insights (an issue cannot be abandoned unless it is explored by the researcher); the research would have been more complicated and time consuming if new themes emerged. Both the interviews and the questionnaire were suitable for the project as their research requirements, which were set at the beginning of the project, have been met i.e. in-depth analysis and understanding through the interviews and statistical significance through the questionnaire. According to my experience with the project, the above complementary research requirements were also suitable since they are compatible with the nature of the above data collection methods.

Even though both the interviewees and the respondents answered the questions on the basis of informed decision making (clear and accurate questions with explanatory comments and definitions for purposes of enhancing their understanding), the extent of informed decision making of the interviewees was greater than that of the respondents because of interaction, explanation, in-depth discussion and elaboration of the questions. This process also clarified any vagueness in the interviewees' answers so that uncertainty was minimised. In the case of the questionnaire, the uncertainty which was caused by the non-response, "neutral" and "don't know" cases was not eliminated because of the lack of the above process. In addition, it was obvious that the respondents made mistakes in certain cases most probably because they did not read the questions (inc. explanatory comments and definitions) carefully in an effort to complete the questionnaire as fast as possible. The uncertainty which was caused by the non-response, "neutral" and "don't know" answers of the respondents in relation to their beliefs and current situation was inevitably present in the corresponding performance outcomes since the effect on the respondents' performance (part of the research questions) was ascertained through their answers about their beliefs and current situation (the effect on performance is a by-product of the beliefs and current situation). The respondents were not asked to indicate how their performance was affected by their beliefs and current situation (as in the case of the interviewees) not only because this approach made the completion of the

questionnaire less complicated and time consuming but also because the pilots indicated that the respondents did not spend the time to answer these questions or think about them before answering (mistakes or inconsistencies as they did not think about the questions or uncertainty as they did not answer the questions). Despite the above inherent weaknesses, the questionnaire can be used for purposes of statistical significance since it is considered as an acceptable data collection method in terms of validity and reliability especially when the findings are triangulated with other data collection methods such as the interviews (as in the case of the project).

The questionnaire was less straightforward and more time consuming during preparation (the questions had to be very clear and accurate because of the lack of interaction and explanation) and more straightforward and less time consuming during execution (lack of interaction and explanation). The interviews were less straightforward and more time consuming and stressful during execution (interaction, explanation, discussion) and more straightforward and less time consuming during preparation i.e. the questions checklist did not have to be as clear and accurate as the questions of the questionnaire because it was not a completion document but only a guide for preparation and also because the interviewees (appraiser interviews) were more familiar with the subject of performance appraisals than the respondents as they had a long experience about the current PAS both from the capacity of the appraiser and the appraisee whereas most respondents' experience was shorter and only from the capacity of the appraisee; in addition, I would meet with the interviewees and explain the questions. As it is common in many research projects, the participants were not very familiar with the subject under investigation. Unfortunately, there was not much I could do about this inherent difficulty i.e. I could not change the subject or the population under investigation and the population could not be educated about the subject before answering the questions. However, I could facilitate the participants to understand and answer the questions by presenting the subject of performance appraisals in the most clear and simple way as possible. I believe that I managed to facilitate the participants because the questions were very clear and explanatory comments and definitions were provided (the questions were drafted on the basis of my insider knowledge and the pilots which indicated that the participants were not very familiar with the subject).

The qualitative analysis that was performed for the interviews was complex and time consuming (the qualitative data are by nature complex and the performance appraisal themes are interrelated and interdependent). The quantitative analysis that was performed for the questionnaire was not complex (the quantitative data are by nature not complex) but it was time consuming since a considerable amount of time was spent on the consistency checks, corrections and statistical tests i.e. deciding what statistical tests to carry out and what consistency checks to perform, identifying errors and inconsistencies and correcting the data (the interactive nature of the interviews minimised the frequency of errors and inconsistencies since they were identified and corrected during the stages of the interviews, transcriptions and feedback). The quantitative analysis would have been more time consuming and new insights could have emerged if I conducted more statistical tests in relation to the demographic features of the participants (interviewees and respondents) i.e. whether the participants' views were influenced by their demographic features. If I had more time at my disposal I would conduct these statistical tests even though they proved to be unnecessary. These statistical tests were not considered as necessary and they would not have enhanced the insights of the analysis to a great extent because most participants shared the same views despite their demographic differences i.e. their

demographic features did not influence their views. As indicated in chapter 6 (demographic analysis), the demographic differences among the participants are justified since the sample of the participants contained both appraisers and appraisees e.g. the appraisers are expected to have a longer service period than the appraisees. If most participants did not share the same views I would conduct more statistical tests so as to find out if the differences in their views were caused by their demographic differences. If the demographic features of the participants were similar I would conduct more statistical tests so as to find out if the similarities in their views were caused by their demographic similarities. In the case of the quantitative data (questionnaire), the statistical tests would be easily conducted as the SPSS would be used for speeding up the whole process (I learnt how to operate it before the distribution of the questionnaire as I was planning to use it) and the classification of the quantitative data according to the demographic features of the participants would be accurately matched. In the case of the qualitative data (interviews), the statistical tests would not be easily conducted as they would be conducted manually and the classification of the qualitative data according to the demographic features of the participants would not be accurately matched (when the participants' responses are similar but not the same or different but not entirely different).

-The participants were honest with their answers and revealed their true opinion apart from some participants who might have exaggerated about certain issues (see chapter 7). I know that the participants were honest because I know the current situation at the Cyprus Tourism Organisation (CTO) and in the case of the interviews I knew the interviewees. The participants were honest not only because I asked them to but also because I reassured them that confidentiality would be respected e.g. I would not use the data they would provide for work or other purposes especially in the case of the interviewees since I would meet with them and I would know what they would mention. Confidentiality was respected even in the case of the interviewees who were honest by nature and did not mind about the respect of confidentiality. In the case of the interviewees, confidentiality was also respected by conducting the interviews on an one-to-one basis instead of a group basis (in the case of group interviews, the interviewees are not usually honest with their answers because they are exposed to and influenced by the rest of the interviewees). Certain interview questions which were not referring to a particular theme (e.g. how did the current PAS affect performance) gave the interviewees the opportunity to talk honestly and openly about the subject without being influenced by the literature themes or my beliefs (bias minimisation).

-The findings are valid, reliable and representative of the total population since they are supported by a satisfactory response rate (high response rate for the interviews and satisfactory response rate for the questionnaire).

According to the demographic analysis in chapter 6, the sample which was investigated (the employees who participated in the research) is representative of the total population and stratified i.e. there are similarities between the demographic features of the participants (interviewees and respondents) and the demographic features of the total population (at least for the demographic features of the total population which were provided according to the data protection act and the demographic features that the participants were asked to provide according to the conditions which were set by CTO Management), there is diversity of demographic features as all the categories of each demographic feature were selected by the interviewees and the respondents and their demographic features were to a certain extent evenly spread among the categories of each demographic feature. All the

employees (total population) were asked to participate in the research either from their capacity as an appraiser (appraiser interviews) or as an appraisee (questionnaire) for purposes of statistical significance and minimisation of non-response bias. The total population does not include the employees who did not have the opportunity to experience the current PAS either from their capacity as an appraiser or as an appraisee (e.g. new employees who had not been appraised yet).

As it is common in many research projects, the overall response rate was not high. It would be preferable if the response rate was higher as the findings would be more compelling (the employees who did not participate in the research would most probably not provide new insights and their views would most probably be similar to the views of the actual participants). The response rate could have been higher if I requested from CTO Management to encourage the employees to participate in the research. Even though I was planning to make that request, the conditions which were set by CTO Management for the interviews and questionnaire discouraged me from doing so because they were expected to refuse (the encouragement would be considered as coercion). The conditions were the following: participation of the employees after office hours, rephrasing certain sentences in the covering letter of the questionnaire for making voluntary participation more obvious, exclusion of the position title and department from the demographic features of the respondents for preventing identification. Before I commenced the project, I believed that both the Management and the Board of Directors would be supportive and positive about my research project. However, my expectation did not materialise and this development has taught me that the researcher cannot rely only on one scenario i.e. the researcher should be proactive by considering different scenarios and by being prepared to act accordingly (e.g. if I was prepared for the worst case scenario in relation to the attitude and support of the Management and the Board of Directors I would have been even more careful and considerate so as not to undermine their support in any way). I believe that if the Management and the Board of Directors were more supportive and positive about my research project the response rate could have been higher as many of the employees who did not participate in the research would have been encouraged to participate (the high level encouragement would prevail over the reasons which discouraged them from participating). Some reasons that could possibly explain why some employees did not participate in the research are mentioned in chapter 5 (e.g. lack of time). At first, I was expecting a high response rate for the questionnaire (especially after the experience of the high response rate for the interviews) but later I realised that that was possible only if the researcher made an extra effort in encouraging the employees to participate and sacrifice their valuable time as they could not be as enthusiastic as the researcher about the research. This is true even in the case of the insider researcher who cannot be complacent and who still needs to make an extra effort despite the insider researcher advantages which usually increase the response rate (e.g. access to participants, participants trusting the insider researcher and providing information). I believe that if I did not carry out the following activities the response rate for both the interviews and the questionnaire would have been lower:

- the research documents were not delivered personally (the personal contact increases the response rate) as it would have been very time consuming (many employees were asked to participate in the research). However, in the case of the interviews there was personal contact through my phone calls to the interviewees which I made before the research documents were sent to them (the phone calls were less time consuming than the personal delivery). After that, I called the interviewees

again so as to set the date, time and place of the interviews according to their preferences and then I called them again on the day of the interview for reminding them about it. Even though this activity was time consuming (calling the interviewees at different stages of the process and several times at each stage as they were not always available), it was necessary for purposes of personal contact and making arrangements for the interviews. Every time I communicated with the interviewees I was polite and thankful. In the case of the questionnaire, I did not call the respondents before sending them the research documents not only because it would have been very time consuming (the population for the questionnaire was a lot larger than the population for the interviews) but also because of the conditions (see above) which were set by CTO Management for the questionnaire (the phone calls would be considered as coercing the employees to participate in the research)

-even though the hard copy and envelope option is more costly and time consuming than the e-mail option, the research documents were printed, placed in envelopes and sent to the participants so as to make the distribution process more personalised. In the case of the questionnaire, the respondents were not asked to complete the questionnaire electronically (in case of the e-mail option) because the paper and pencil option is faster. The respondents were not asked to return the completed questionnaire electronically (in case of the e-mail option) because anonymity would not be safeguarded. The respondents were asked to return the completed anonymous questionnaire and the signed consent form by placing them in the special box (anonymity would be safeguarded as the questionnaire and the consent form would be placed in the special box as separate documents without being attached to each other). The respondents were not asked to place the questionnaire and the consent form in separate envelopes (safeguarding anonymity) which could have been provided so as to make the return process as simple and convenient as possible; however, the respondents could use separate envelopes if they wished and some of them did. Even though the web page option is fast, simple, convenient and secure (anonymity), it was not adopted not only because it is time consuming and costly to set up but also because it is impersonal. Despite the above arrangements, many respondents were identified during the return of the questionnaires and consent forms either because I recognised them from their signature on the consent form and/or their demographic features or because they did not follow the instructions in the covering letter which were very clear e.g. they returned the questionnaire and consent form in the same envelope that I used for sending them the research documents, they handed me the questionnaire and consent form (apparently they did not mind about anonymity). However, this type of identification is not serious since it was restricted only to me (in the same way as the interviews since I knew what each interviewee mentioned); in addition, it was useful for chasing up those who did not respond. None of the participants are identified to others in my report as their responses are aggregated but in case they were their permission would be obtained. The above type of identification could have been prevented if I asked the respondents to return the consent form via the internal mailing system and the questionnaire via the special box (timing difference) but that would make the return process complicated and inconvenient and the respondents would most probably forget or think that it was not so important to return the consent form which is necessary for follow-up and research purposes

-the research documents were circulated in the English and Greek languages so as to give the participants the option to respond in the language they felt most comfortable with (helping them to understand the requirements and making their



participation a pleasant activity). The translation of the research documents from English (language of the project) to Greek (native language of the participants) was time consuming and difficult as it needed to be accurate and meaningful (the research documents were not translated back into English as nothing was lost in the translation process). Even though the reason for circulating the research documents in both languages was implied, I should have mentioned it in the covering letters so as to avoid any misunderstanding or confusion (certain respondents thought that they had to complete the documents in both languages)

-the participants were informed about the project and their involvement explicitly and honestly and they were reassured that confidentiality would be maintained (protecting them and avoiding to harm them even unintentionally) through the carefully drafted covering letters and informed consent forms. The signing of the consent form by the participants (even by the respondents as the completion of the questionnaire is not the same as the informed consent) was an indication that they understood and were happy with the arrangements and that they were not coerced to participate in the research. The signing of the consent form can also protect the researcher from any misunderstandings or complaints. None of the employees was coerced to participate in the research and the employees who did not participate were not harmed or prejudiced in relation to their position or treatment. Even though the employees were not coerced to participate, my position may have influenced certain employees in participating. Apart from being encouraged to participate in the research through the activities mentioned above and below, other reasons that could possibly explain why the employees voluntarily participated are the following: they found the subject interesting, they believed that the current PAS was problematic and they hoped that it would change and improve through my project, they just wanted to help me out with my project

-even though the original deadline for returning the questionnaire was reasonable (when it is too tight the respondents do not manage to respond as they do not have enough time and when it is not tight the respondents do not respond as they forget about it), the deadline was extended because the response rate was low when the deadline lapsed. I also called the respondents (personal contact) so as to inform them that the deadline was extended. The personal contact with the respondents encouraged them to participate in the research without coercing them because when I communicated with them I did not ask them to complete the questionnaire; I just informed them that the deadline was extended so as to be given more time to respond if they wished. Even though this activity was time consuming (calling many respondents and several times as they were not always available), it was necessary for purposes of personal contact. When I communicated with the respondents I was polite and thankful.

Even though the quality of the research is of a high standard, the research is not free from limitations or weaknesses (as it is common in most research projects). These limitations, which are not considered as serious, are the following:

-There is possibly an element of insider researcher bias (it is natural since the insider researcher is too close to the problem and has an interest in the issue that is being investigated) which may have influenced the terminology which was used in the report (it may be inevitable since the researcher represents others in his/her own terms); however, the validity and generalisability of the data were not undermined. I tried to be objective throughout the research (e.g. open mind, listening/reviewing carefully, no leading questions, no biased terminology, positive instead of negative

statements in the questionnaire, feedback from all the interviewees) and present the true opinion of the participants (through the findings, conclusions and recommendations) so that the readers can draw their own conclusions. Feedback was obtained from all the interviewees (delivered personally, sent by e-mail or communicated over the phone) for the data they provided (ongoing consent). Even though it was a time consuming activity (e.g. several phone calls as the interviewees were not always available, the transcriptions were delivered personally or sent by e-mail if requested), it minimised any bias and misinterpretation on my behalf. The transcriptions were drafted in the English language (language of the project) for convenience purposes i.e. it would have been too time consuming to translate them into the Greek language and then back into the English language. This approach did not cause any problems as the interviewees had a good command of the English language. However, the interviewees' task (providing feedback) would be less time consuming, easier and more enjoyable (making their participation as stress-free as possible especially because they were not obliged to help) if I spent more time so as to carry out certain activities differently i.e. I should have sent the transcriptions by e-mail or I should have printed them with a bigger font size and I should have resent the questions checklist.

In the case of the corrections of the respondents' mistakes, the basis of the corrections which was applied consistently to all the corrections was reasonable and it minimised any bias on my behalf i.e. the corrections were not guided by my knowledge and experience only but by the interview findings, the respondents' answers or comments in other questions or other parts of the same question and the answers of the majority of the rest of the respondents (highest and second highest frequencies). Even though the data that were provided by the respondents did not materially change by the corrections (the overall conclusions would be the same even in the absence of the corrections), the corrections were necessary because the validity and reliability of some of the data were undermined by the contradicting and inconclusive answers that were provided by some respondents. The corrections were not effected for purposes of making the respondents' answers consistent with my expectations or beliefs (bias) but they were effected so that the respondents' answers would be based on logical reasoning and be internally consistent (the factors of an effective PAS are interdependent and logically consistent). The internal consistency of some of the answers was inadvertently compromised by the respondents' mistakes most probably because the respondents did not read the questions carefully in an effort to complete the questionnaire as fast as possible (it is rather unlikely for the respondents not to have understood the questions because they were very clear and accurate). The internal consistency of the interviewees' answers was checked and corrections were effected during the interviews, transcriptions and feedback (the interactive nature of the interviews minimised the frequency of errors and inconsistencies). As mentioned earlier, a considerable amount of time was spent on the consistency checks and corrections and this activity could have been less time consuming if the corrections were not effected. However, the errors and inconsistencies would still need to be identified so as to assess their effect on the validity and reliability of the data and the overall conclusions.

-The findings are not based on the opinion of the trade unions as they did not wish to participate in the research. I encouraged them to participate (e.g. personal contact through my phone calls to the trade union representatives which I made before the research documents were sent to them) but without any success. It would be preferable if the trade unions participated in the research as the findings would be

more compelling (the employees who acted in the capacity of the trade union representatives would most probably not provide new insights and their views would most probably be similar to the views of the employees who participated in the research through the interviews and questionnaire).

-Wide generalisation is not usually possible with the case study. However, the project was undertaken for providing solutions to the problems of the current PAS of CTO and not of other organisations.

The worker-researcher role was difficult (even more difficult than previous experiences) not only because both my work and the project were demanding in terms of mental effort and time but also because I had to keep switching from one role to the other and from one thinking framework to the other. There were times when I was feeling tired, confused, unproductive, demoralised and demotivated especially when I was analysing the data and writing out the report (they seemed like endless tasks). I had to make an effort in motivating myself (and I did) so as to enjoy and persevere with the hard work because there was no easier way about it (the hard work could not be avoided), it was something that I had to do, I had to go through it on my own (without anybody's help) and I knew that it was worth it (in terms of both the outcome and the process: the PAS of CTO would improve through the outcome and I would develop through the process: fulfilment of my self-actualisation needs). The personal aim and organisational expectation of producing suitable and feasible recommendations which would be based on logical arguments, justified conclusions and a carefully conducted research were stressful but challenging and motivating at the same time. Even though the processes of the interviews and questionnaire were tiring as they took longer than expected (e.g. extending the deadline for returning the questionnaire and calling the respondents to inform them about it, more than one session interviews due to the condition of conducting the interviews after office hours, talkative interviewees by nature or because they found the questions interesting, transcriptions of the interviews especially the ones for which the tape recorder was used) and at times they were too much to handle that I wished they were over so that I would get on to the next research stages, I did not lose my enthusiasm or patience as the contact with the participants made the processes more pleasant and enjoyable (especially the interviews). The communication that I had with my advisor and consultant throughout the project was very helpful. Their prompt response and constructive comments were encouraging and motivating and they helped me to conduct the research in an effective and efficient manner. I felt comfortable and confident every time I communicated with them and I am glad that I had the opportunity to rely on their informed opinion (knowledge and expertise on research projects).

According to chapters 1 and 2, one of the project's outcomes is the availability of the project's findings, conclusions and recommendations to the academic community.

According to the Management of CTO, CTO will allow the publication of the findings, conclusions and recommendations of the project (irrespective of the implementation of the recommendations). Despite the sensitive nature of the subject and the fact that the project was conducted for purposes of assessing the effectiveness of the current PAS of CTO (irrespective of the fact that the current PAS is the same as the PAS of the government and similar to the PAS of other public sector organisations) and producing suitable recommendations for the attention of CTO, the project is an

academic and work based research which was initiated and conducted by me (it was also self-financed) for purposes of informing the academic and practitioner community about the findings of the project.

As indicated in chapters 1 and 2, the project is unique as I am given the opportunity to inform my colleagues, my organisation, other similar organisations and in general the academic community about a type of research (effective performance appraisals at CTO) that nobody else carried out in the past. It is important to mention that, from my research so far and my contacts with the Cyprus Human Resource Association, in Cyprus the subject of performance appraisals has been hardly researched by academics or practitioners. In this respect, the project can be considered as an original contribution to the knowledge and practice of performance appraisals; other similar organisations could refer to the project and borrow ideas from it and other researchers could build further research on it and extend existing knowledge.

Even though wide generalisation is not usually possible with the case study, other similar organisations could refer to and borrow ideas from the project in the same way that I did during my research. However, they should carry out appropriate work based research for testing the applicability of the ideas in their particular context (theory testing), in the same way that I did during my research for the case of CTO (knowledge derived from specific circumstances of work contexts).

According to the analysis of the findings in chapter 7, it seems that most people share similar views and deep inside they look for the same things even though most of us tend to disagree with our colleagues on various work issues. This phenomenon could be investigated by interested researchers so as to enlighten the rest of the research world as to why it may be happening. According to my experience with the project, a possible explanation to this phenomenon might be the fact that even though all human beings are the same each one of us is different in his/her own way e.g. most of the interviewees talked about and supported the same ideas but each one had his/her own personal touch, his/her own way of looking at things and a unique way of expressing himself/herself.

As indicated in chapter 4, a detailed comparison of the PAS of CTO with the PAS of other public and private organisations in Cyprus has not been conducted (not within the scope of the project). Such a comparative study could be conducted by other researchers for purposes of providing the academic and practitioner community with an account of the similarities and differences between these organisations as well as an account of the performance appraisal features that make a PAS effective or ineffective across different situations.

As indicated in chapter 6, the demographic features of the participants did not influence their views since most participants shared the same views despite their demographic differences. Other researchers could conduct relevant statistical analysis so as to find out whether the demographic features of an individual influence his/her views on the subject of performance appraisals.

Other researchers may be interested in a particular aspect of the performance appraisal process and they could investigate it in more depth. However, the features of a PAS are interrelated and interdependent and a particular feature cannot be investigated in

isolation. This is one of the reasons why all the stages of the performance appraisal process were examined through the project.

The specific and general learning experiences that I had during the execution of the project are discussed in the above reflective account. In order to facilitate the reader, these developmental and fulfilling experiences are summarised below and cross referenced to the relevant chapters.

Summary of my specific learning experiences:

- rich, thick descriptions (chapters 4, 5, 7)
- triangulation, validity and reliability, bias minimisation (chapters 3, 4, 5, 6, 7)
- suitability of the data collection methods (interviews, questionnaire) in relation to the research questions, the in-depth analysis and understanding and the statistical significance, informed interviews and questionnaire (based on the literature, organisational documentation-regulations, insider knowledge and studies of the government and other public sector organisations), pilots, flexibility to explore new issues (chapters 3, 4, 5, 6, 7)
- interviews and questionnaire: informed decision making, uncertainty (e.g. performance of the respondents), mistakes, interaction, knowledge of the participants about the subject under investigation, qualitative and quantitative data and analysis, consistency checks, demographic features (chapters 3, 5, 6, 7)
- confidentiality (e.g. conducting the interviews on an one-to-one basis, not using the data for work or other purposes so as not to harm the participants), honesty of the participants (chapters 5, 7)
- response rate and validity and reliability, response rate and representative sample, demographic features and representative sample, statistical significance (chapters 5, 6)
- response rate: encouragement from the Management, Management conditions, non-coercion, expectations for support from the Management and the Board of Directors and prepared to act under different scenarios, insider researcher, extra effort and time so as to encourage participation (the prospective participants are not as enthusiastic as the researcher), personal contact (polite, thankful), personalised distribution of the research documents through the hard copy and envelope option, safeguarding anonymity by placing the completed questionnaire and the signed consent form in the special box as separate documents, the respondents could have been provided with envelopes, identification of the respondents despite the anonymity safeguards (e.g. not following the instructions in the covering letter, recognising the signatures on the consent forms), the identification is not serious as it was restricted only to me (in the same way as the interviews) and it was useful for follow-up purposes, the identification could have been prevented if the questionnaire was returned via the special box and the consent form was returned via the internal mailing system but that would complicate the return process, preventing the identification of the participants in my report through the aggregation of their responses, circulation of the research documents in English and Greek (understanding), translation, the reason for circulating the research documents in both languages should have been mentioned in the covering letters, covering letters, informed consent forms, honesty, confidentiality, understanding, non-coercion, researcher protection, the employees who did not participate were not harmed or prejudiced, possibility of influencing certain employees to participate (my position), voluntary participation (e.g. interesting subject), extension of the deadline for the return of the questionnaire, personal contact (polite, thankful) and non-coercion (chapters 5, 6)

- insider researcher bias: terminology, validity and generalisability, effort and time for maintaining objectivity, feedback from the interviewees (ongoing consent so as not to harm the interviewees), the transcriptions should have been e-mailed or printed with a bigger font size and the questions checklist should have been resent, corrections of mistakes, validity and reliability, internal consistency (chapters 4, 5, 6, 7)
- non-response from the trade unions, personal contact (polite, thankful) (chapter 5)
- case study and wide generalisation (applicability of the project to other organisations to be tested in their context through appropriate work based research) (chapters 1, 2, 5)
- worker-researcher role: challenging but stressful, difficult, demanding, tiring and time consuming, motivation, encouragement and confidence through the advisor and consultant, effort to persevere and be enthusiastic and patient (especially when feeling demotivated, demoralised, confused and unproductive), the effort was worth it: fulfilment of self-actualisation needs because through the project personal development is achieved and organisational improvement is possible (chapters 1, 2, 5, 6)
- further research (chapters 1, 2, 3, 4, 6, 7).

Summary of my overall learning and development (general learning experiences):

- professionalism and other personal qualities e.g. rigour, patience, perseverance (chapters 5, 6 and the specific learning experiences above)
- knowledge about the subject under investigation (chapters 3, 4, 7, 8 and the specific learning experiences above)
- knowledge about the subject of research (chapters 5, 6 and the specific learning experiences above).

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## **GLOSSARY**

CPA: Cyprus Ports Authority

CTO: Cyprus Tourism Organisation

CYTA: Cyprus Telecommunication Authority

GI: Government Initiative

GS1: First Government Study

GS2: Second Government Study

HS/H: Hierarchical Supervisor/Head

IS/H: Immediate Supervisor/Head

PAS: Performance Appraisal System

PRP: Performance Related Pay

PSC: Public Service Committee

TI: Teachers' Initiative

TQM: Total Quality Management

TS: Teachers' Study

**DETAILED OUTLINE OF THE PROJECT (DETAILED VERSION OF THE TABLE/SUMMARY IN CHAPTER 2)**

<p>Practitioner-Researcher and Context (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Practitioner-Researcher:</u>          -previous studies/work experience in relation to the significance of performance appraisals and leadership (enhancement of performance)          -position at CTO (chief accountant) and experience about the PAS of CTO from the capacity of the appraiser and the appraisee (weaknesses of the PAS and significance of certain factors that enhance performance)          -advantages and challenges that the practitioner-researcher has during the research          -experience and opinion about the performance appraisals and situation (the effective appraisals enhance performance, the effectiveness depends on the situation)          -reasons/benefits for conducting the research project from the practitioner and researcher perspective: enhancement of performance through the elimination of the weaknesses of the PAS of CTO (an effective PAS), the stakeholders benefit through the enhancement of performance, learning and development of personal qualities, development of research skills, availability of the project to the academic community, contribution to the society and fulfilment of self-actualisation needs, uniqueness of the project with a type of research that nobody else carried out in the past, original contribution to the knowledge and practice of performance appraisals through the uniqueness of the project, other organisations and researchers could refer to the project and borrow ideas from it and they could conduct further research and extend existing knowledge.  <u>Context (Organisational, National, Global):</u>          -need for changing the current PAS of CTO (and the government/public sector in Cyprus)          -feasibility of change and the Cypriot culture e.g. the cultural characteristic of interpersonal relationships which is present in small communities such as Cyprus          -no connection between the human resources strategy (inc. the PAS) and the organisational strategy (inc. performance) of CTO (and the government/ public sector in Cyprus)          -need for a PAS which will be used for performance and not for salaries (for CTO and the government/ public sector in Cyprus)          -practitioner-researcher experience and opinion about the performance appraisals and situation (see above)          -significance of the performance appraisals in relation to performance</p>
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	<p>-change of the PAS in the public sector in other countries for purposes of improving performance</p> <p>-how the context influenced the aim and outcome of the project.</p>
<p>Project Aim and Outcome (Chapters 1, 2, 7, 8)</p>	<p><u>Aim</u>: assessment of the effectiveness of the current PAS of CTO in relation to the enhancement of performance.</p> <p><u>Outcome</u>: recommendations for changing the current PAS of CTO so as to enhance performance.</p>
<p>Research Objectives (Chapters 1, 2, 3, 4, 5, 7, 8, 9)</p>	<p><u>Factors of an Effective PAS in relation to Performance</u>: literature review (inc. practitioner-researcher perspective), review of studies of the government and other public sector organisations in Cyprus.</p> <p><u>Applicability of the Above Factors to CTO Circumstances (Significance)</u>: employees' opinion through interviews and questionnaire.</p> <p><u>Applicability of Other Factors to CTO Circumstances (Significance)</u>: employees' opinion through interviews and questionnaire.</p> <p><u>Existence/Lack of the Factors at CTO (Current Situation)</u>: employees' opinion through interviews and questionnaire, organisational documentation review- review of the regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus).</p> <p><u>Effect of the Existence/Lack of the Factors on Employees' Performance</u>: employees' opinion through interviews and questionnaire, organisational documentation review- review of the regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus).</p>
<p>Research Activity (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Approach</u>: case study (suitability: a qualitative/exploratory study, in-depth analysis and understanding, a contemporary phenomenon in a real life context, a problem which has not been studied before, solutions are provided and knowledge is maximised).</p> <p><u>Techniques</u>: literature, studies of the government and other public sector organisations in Cyprus, organisational documentation-regulations of the current PAS, insider/practitioner-researcher perspective, interviews, questionnaire (triangulation).</p> <p><u>Analysis</u>: qualitative and quantitative.</p>
<p>Conclusions (Chapters 1, 2, 3, 4, 7, 8)</p>	<p><u>Factors of an Effective PAS in relation to Performance</u>: according to the literature (inc. practitioner-researcher perspective) and the studies of the government and other public sector organisations in Cyprus, the factors of an effective PAS are the goals, feedback and participation.</p> <p><u>Applicability of the Above Factors to CTO Circumstances (Significance)</u>: according to the interviews and questionnaire, most of the participants believed in the factors of an effective PAS.</p>



	<p><u>Applicability of Other Factors to CTO Circumstances (Significance):</u> according to the interviews and questionnaire, the participants believed that there were no other factors which were significant in relation to performance.</p> <p><u>Existence/Lack of the Factors at CTO (Current Situation):</u> according to the interviews and questionnaire, most of the participants believed that the factors of an effective PAS were not present under the current PAS (the goals were not jointly set/agreed, “smart” or consistent with the organisational goals and the appraisees were not facilitated in meeting them, lack of measurement of performance, distortion of ratings, assessment of personality, lack of training/education, the appeals were examined by the appraisers, the current rating scales method and assessment criteria were unsuitable, lack of feedback, the appraisers were unsuitable, lack of participation, lack of performance related rewards {inc. the performance related pay}); the above conclusions are consistent with the conclusions which have been reached during the review of the organisational documentation-regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus).</p> <p><u>Effect of the Existence/Lack of the Factors on Employees’ Performance:</u> according to the interviews and questionnaire, the absence of the factors of an effective PAS (ineffective PAS) has not led to the enhancement of most of the participants’ performance; most of the participants believed that the current PAS was ineffective as it did not enhance their performance, motivation, job satisfaction, ownership, responsibility or commitment and it needed to change and become effective so as to enhance performance; the above conclusions are consistent with the conclusions which have been reached during the review of the organisational documentation-regulations of the current PAS (insider perspective, studies of the government and other public sector organisations in Cyprus).</p>
<p>Recommendations (outcome) (Chapters 1, 2, 3, 4, 7, 8)</p>	<p><u>Introduction of an Effective PAS at CTO (Goals, Feedback, Participation) for purposes of Enhancing Performance:</u> the following recommendations are based on the conclusions of the project:</p> <ul style="list-style-type: none"> <li>-introduction of the goals method for purposes of assessing/rewarding performance (goals: jointly set/agreed, “smart”, consistent with the organisational goals, revised when necessary; facilitation of the appraisees so as to meet the goals)</li> <li>-objective measurement of the true performance against the goals through fact-based evidence (minimising the</li> </ul>

	<p>distortion of ratings)</p> <ul style="list-style-type: none"> <li>-assessment of performance by suitable appraisers (sufficient working contact with the appraisees so as to reflect the true performance)</li> <li>-examination of appeals by other independent persons only who should be sufficiently educated and trained (safeguarding the principle of segregation of duties: objectivity and fairness)</li> <li>-introduction of the rating scales and 360 degree feedback methods (in combination) for purposes of development and not for purposes of assessing/rewarding performance as the methods are subject to assessment distortion (aiding the appraisees in developing personality aspects that will help them improve their performance through the assessment of personality under the rating scales method by suitable 360 degree feedback respondents)</li> <li>-the introduction of other assessment methods is not necessary at this stage</li> <li>-participation in all the stages of the performance appraisal process (e.g. participation of the appraisees in their performance and development assessments through self-assessment)</li> <li>-consideration and discussion of the assessment results of the performance and development methods during the appraisal interview for purposes of drafting an agreed action plan in relation to the appraisees' performance improvement and further development</li> <li>-introduction of a formal and informal feedback mechanism (informal feedback mechanism {on a continuous basis}: communication, coaching, monitoring of performance) (formal feedback mechanism {once or twice a year}: assessments for purposes of performance and development, appraisal interview, agreed action plan for the future)</li> <li>-education and training of the appraisers and the appraisees for purposes of implementing the formal and informal feedback mechanisms</li> <li>-computerisation of the recommended PAS for purposes of administering the system more effectively and efficiently</li> <li>-the recommended PAS to be linked to a new reward system but the two systems should be separate for purposes of minimising distortion (features of the new reward system: the rewards should be based on the appraisees' true performance {performance assessments under the recommended PAS} for purposes of motivating performance improvement, the rewards should not be awarded at the same time as the assessments of performance/development, provision of non-monetary rewards {intrinsic satisfaction and powerful motivation} to</li> </ul>
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	<p>all the appraisees who meet their performance targets, provision of monetary rewards to the appraisees with the highest performance {ranking})</p> <p>-the PRP (performance related pay) is not recommended at this stage (despite the corresponding benefits of fairness and performance improvement) because an effective PAS is not in place yet; however, the introduction of the PRP (which is not compulsory) is possible in the future provided the recommended PAS will be successfully implemented and the employees will be in favour of its introduction</p> <p>(the PRP, which is a new concept for the public sector in Cyprus, should not be introduced hastily but carefully and wisely so as to avoid penalising unfairly the employees with a low salary)</p> <p>(the employees' opinion in relation to the conditions under which the PRP will operate is important for purposes of its successful implementation)</p> <p>(for purposes of motivating performance improvement, it is sufficient at the moment to introduce rewards over and above the salary which are related to performance {rewards that are based on assessments which reflect the true performance - see above}; the performance related rewards under the reward system must also be based on an effective PAS which has not been successfully implemented yet {as in the case of the PRP} but it is possible to introduce and test them at the same time as the introduction and testing of the effective PAS not only because the conditions under which they operate are less complicated than those of the PRP but also because the salary security is not affected)</p> <p>(the above arguments are also applicable to the change of other public sector employment terms and conditions such as the job security which is also associated with low levels of motivation e.g. the introduction of the employment contract of a definite duration which is practised in the public sector of other countries because it is flexible and leads to the maximisation of performance: renewing the employment contracts of high performers for a specified period and terminating the employment contracts of low performers)</p> <p>(in addition to the successful implementation of the recommended PAS, the consent of the government is required before the PRP and the employment contract of a definite duration are introduced because certain employment terms and conditions of the government and public sector employees such as the salary and employment security are regulated by centralised government policy and legislation; the consent of the government is also required before the recommended PAS</p>
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	<p>is introduced but as the PAS is not part of the centralised government policy the government is expected to consent since the government homogeneity is not compulsory; therefore, the government will not consent to any change in the employment terms and conditions of the employees of CTO that concern the salary and employment security {centralised government policy} unless the change will also apply to the employees of the government and other public sector organisations {homogeneity}; this means that the government and other public sector organisations must also introduce an effective PAS {in the same way as CTO} because the PRP and the employment contract of a definite duration will be based on the employees' performance)</p> <p>-monitoring and evaluation of the recommended PAS (as well as the new reward system) by the management, the employees (appraisers and appraisees) and the trade unions on an ongoing basis and making amendments if necessary</p> <p>(during this review and improvement procedure, the possibility of introducing the PRP and the employment contract of a definite duration should be considered; CTO will have to convince the government through extensive consultation not only about the advantages of the PRP and the employment contract of a definite duration but also about the tangible benefits of the recommended PAS {after its successful implementation} on which the PRP and the employment contract of a definite duration will be based).</p>
<p>Implementation Strategy (Chapters 2, 3, 4, 7, 8)</p>	<p><u>Implementation of the Recommendations:</u> the implementation of the recommendations was outside the scope of the project but for purposes of facilitating CTO during the implementation activity the following strategy was drafted:</p> <p>-presentation of the project conclusions and recommendations to CTO (inc. the trade unions) by me; due to my insider researcher role I am in a better position to persuade the stakeholders about the change (explaining the need for change and the benefits of change)</p> <p>-approval of the implementation of the recommendations by CTO (inc. the trade unions) and the government</p> <p>-appointment of external human resource experts who will work together with the internal human resource department and the rest of the employees, the management and the trade unions (participation by everybody for purposes of understanding, acceptance, ownership, support and commitment: the stakeholders will not be imposed with change but they will be involved in it); I will also be actively involved as I am in a better position to implement change with colleagues due to my insider researcher role</p>

	<p>(participation by everybody in the following activities: development of the organisational goals, individual goals, measures and assessment criteria/scale under the rating scales method, appointment of the appraisers, independent persons, 360 degree feedback respondents and an expert coach, selection of the software, education/ training of the appraisers, appraisees, 360 degree feedback respondents and independent persons, specification of rewards)</p> <ul style="list-style-type: none"> <li>-piloting the new PAS (as well as the new reward system) for a certain period of time, evaluation of the results and making amendments if necessary</li> <li>-drafting of the regulations of the new PAS (as well as the new reward system) by the human resource and legal departments</li> <li>-approval of the regulations of the new PAS (as well as the new reward system) by the government and the parliament</li> <li>-dealing with budgetary implications</li> <li>-the new PAS and the new reward system go live; the current PAS and the current promotion system are phased out.</li> </ul>
<p>Feasibility of Change (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Inhibitors of Change and Mitigating Factors:</u> during the research there were no strong indications in relation to the stakeholders' resistance to change or other obstacles but it is necessary to be proactive and consider the possible inhibitors of change so that ways are found to mitigate them.</p> <p><u>Inhibitors of Change in relation to the Adoption (Stakeholders' Resistance) and Implementation (e.g. Cultural Obstacles) of the New PAS:</u> the change may be difficult because of the following:</p> <ul style="list-style-type: none"> <li>-fear of the unknown</li> <li>-loss of comfort zones</li> <li>-self-interest</li> <li>-government (it is customary {good practice} for the public sector organisations in Cyprus to adopt the same or similar systems {homogeneity} as the government {the current PAS of CTO has been inherited from the government and has been used for years}) (unsuccessful attempts in the past for changing the PAS in the public sector/government)</li> <li>-trade unions (the trade unions did not participate in the research and their non-response/ non-participation may be an indication of their resistance in the future)</li> <li>-interpersonal relationships</li> <li>-indifference/take it easy.</li> </ul> <p><u>Mitigating Factors in relation to the Adoption (Stakeholders' Resistance) and Implementation (e.g. Cultural Obstacles) of the New PAS:</u> the change is</p>

	<p>possible and realistic because of the following:</p> <ul style="list-style-type: none"> <li>-the need for change and the benefits of change (a win-win situation) will be communicated to the stakeholders by me; due to my insider researcher role I am in a better position to persuade the stakeholders about the change</li> <li>-the resistance to change has been minimised and the public sector/ government are receptive to and appreciate change (dynamism and consistency with the environment) due to other changes in the public sector/government which have been brought about by the accession of Cyprus into the EU</li> <li>-the need for the change of the PAS was established in the past by CTO and the government/public sector (the latter attempted in the past to change their PAS)</li> <li>-the PAS in the public sector in other countries has changed for purposes of enhancing performance</li> <li>-the government has recently undertaken a study for purposes of eliminating bureaucracy and inefficiency (direct relevance of the new PAS which enhances performance)</li> <li>-the government is expected to consent to the adoption of the new PAS at CTO not only because of what has been mentioned above but also because the government homogeneity is customary but not compulsory for the public sector organisations (legal independence/ autonomy: if a public sector organisation wishes to adopt a different system it can do so especially in the case of systems/ regulations {e.g. the PAS} which are not part of the centralised government policy {e.g. salary security, employment security})</li> <li>-the government and the public sector organisations are expected to be encouraged (by what has been mentioned above) to reconsider their previous unsuccessful attempts and change their own PAS by following the example of CTO (homogeneity)</li> <li>-the trade unions are expected to consent to the adoption of the new PAS at CTO not only because of what has been mentioned above but also because of the following: the trade unions influence to a certain extent the policies which affect the employees but they are not as powerful as they used to be and in the last years their negotiating power has decreased (e.g. they could not prevent the reduction in the employees' salary caused by the economic crisis measures which were approved by the parliament), the new PAS is based on the opinion of the employees who are members of the trade unions (it is not a PAS that will disadvantage them but a PAS that they want), some of the trade union representatives (who are also employees) participated in the research from their capacity as an appraiser (granting an interview) or as an appraisee</li> </ul>
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	<p>(completing a questionnaire) and may have been in favour of the new PAS, the views of the trade union representatives (who are also employees) are most likely to be similar to those of most of the participants (in favour of the new PAS) since a significant number of the employees participated in the research and most of them shared the same views (in addition, the new elected representatives may also be employees who participated in the research and were in favour of the new PAS)</p> <p>-the adoption of the new PAS will also bring about a change in the culture because the systematic application of the factors of an effective PAS will become part of the culture: the culture will be characterised by performance and development instead of interpersonal relationships (the assessments do not reflect the true performance: “excellent” ratings) and indifference/take it easy (the performance is kept at low levels): the characteristic of interpersonal relationships will be minimised as the assessments will be objective and reflect the true performance, the characteristic of indifference/take it easy will be minimised as there will be consequences for purposes of assessment and recognition (they will be based on the true performance) and the employees will learn to plan/set goals, communicate, achieve goals, etc (it is sometimes difficult to set and measure goals in the public sector but it is not impossible); the systematic application of the factors of an effective PAS will require extra resources/cost but these will be recovered in the long term due to the enhanced performance (benefits of change: a win-win situation)</p> <p>-the stakeholders were not and will not be imposed with change but they were and will be involved in it for purposes of maximising their commitment, ownership, support, acceptance and understanding: many employees participated in the research (evaluation and change of the current PAS) and the new PAS is based on their opinion which reflects the situation/context, everybody will participate in the implementation of the new PAS (not only the participants but all the employees, the management, the trade unions and me; due to my insider researcher role I am in a better position to implement change with colleagues etc.).</p>
<p>Stakeholders’ Needs/Benefits (Chapters 1, 2, 8)</p>	<p><u>Meeting the Needs of All the Stakeholders (Win-Win) through the Implementation of the Recommendations:</u> the stakeholders will benefit as follows:</p> <p>-the employees’ performance is enhanced (through the transformation of the culture the employees become more efficient and effective, they achieve their goals and they satisfy their needs of learning, development and job satisfaction)</p>

	<p>-the CTO performance is enhanced (more effective and efficient use of resources and meeting the mission and organisational goals more effectively through the achievement of the employees' goals which will be consistent with the organisational goals)</p> <p>-the Cypriot economy becomes stronger (increasing the tourist inflow in Cyprus by meeting the mission of CTO which is the promotion of tourism in Cyprus)</p> <p>-the enhancement of performance and the added value at all levels (individual, organisational, national) are important and relevant in today's economic climate (need to perform in order to survive).</p>
<p>Availability of the Project to the Academic/ Practitioner Community (outcome) (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Uniqueness:</u> original contribution to the knowledge/practice of performance appraisals with a type of research that nobody conducted before (i.e. the subject of performance appraisals has not been researched at CTO before); in addition, the subject of performance appraisals has been hardly researched in Cyprus or the public sector in Cyprus (only a few studies).</p> <p><u>Usefulness:</u> enhanced performance and added value to CTO (inc. the employees) and the Cypriot economy through the implementation of the recommendations (stakeholders' benefits), sharing knowledge with the academics/practitioners by making available the project to them: other researchers and similar organisations (e.g. the government and public sector organisations in Cyprus) can refer to the project and borrow ideas, and conduct further research and extend existing knowledge; the project is important and worthwhile due to its benefits/usefulness and uniqueness (see above); the project is constructively contributing to the society because it is important and worthwhile.</p> <p><u>Generalisation:</u> even though the project was undertaken for providing solutions to CTO and not to others and even though wide generalisation is not usually possible with the case study, other researchers and similar organisations (see above) can refer to the project and borrow ideas and conduct further research (work based research for testing the applicability of the project to their own context) and extend existing knowledge in the same way as I did (knowledge derived from specific circumstances of work contexts); the extent to which the project knowledge can be transferred to other situations (generalisation) depends on how similar is the case study to other situations (reliability): the reliability can be assessed through the qualitative research criterion of rich, thick descriptions which is satisfied (comprehensive, detailed and in-depth explanation of the context, subject, methodology and findings).</p>
<p>Learning Experiences</p>	<p><u>Development of Personal Qualities:</u> I developed my</p>



<p>(outcome) (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p>professionalism and other personal qualities such as patience, rigour and perseverance; my worker-researcher role (challenging but difficult, demanding, time consuming, tiring and stressful) was a major contributor to my personal development because I learned to motivate myself and persevere with the hard work.</p> <p><u>Knowledge about the Subject under Investigation (Performance Appraisals)</u> I became more knowledgeable about the subject of performance appraisals.</p> <p><u>Development of Research Skills:</u> I became more knowledgeable about the subject of research and I developed my research skills extensively; the application of research theory to the project was not easy/straightforward because of contingencies which could not have been predicted (a common phenomenon faced by researchers as the research activities do not always develop the way you want or expect them to); I managed to carry out the research activities and deal with the contingencies in the best possible way without undermining the quality of the research (this process required extra effort and time and sometimes the application of bounded rationality: replacing the optimum with the sufficient).</p> <p><u>Fulfilment of Self-Actualisation Needs:</u> the project was an enlightening professional journey and it has definitely fulfilled my self-actualisation needs not only because I developed myself through the above learning experiences but also because I am contributing to the society in the following constructive ways: the application of my learning experiences/personal development to my work will benefit my organisation (CTO), the enhancement of performance through the implementation of the project recommendations will benefit my organisation (CTO) and my country (Cypriot economy), sharing the project knowledge with the research world through the availability of the project will benefit the academic/practitioner community.</p>
<p>Research Quality-Positive Features (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Rich, Thick Descriptions:</u> the extent to which the project knowledge can be transferred to other situations can be evaluated through the qualitative research criterion of rich, thick descriptions which is satisfied; the similarity of the circumstances of the project to other situations can be assessed through the comprehensive, detailed and in-depth explanation of the subject, findings, context and methodology.</p> <p><u>Triangulation:</u> the findings are valid and reliable and bias has been minimised through the qualitative research criterion of triangulation (consistent with the case study approach) which is satisfied; the data which were collected from different sources (literature, studies of the</p>

	<p>government and other public sector organisations in Cyprus, organisational documentation-regulations of the current PAS, insider/practitioner-researcher perspective, interviews, questionnaire) are to a great extent consistent with each other.</p> <p><u>Suitability of the Data Collection Methods:</u></p> <ul style="list-style-type: none"> <li>-the research questions have been answered</li> <li>-the data which were collected from the above sources are valid and reliable (triangulation)</li> <li>-the questions (interviews and questionnaire) were suitable because they were informed (based on the above sources) and piloted</li> <li>-the research requirements of in-depth analysis and understanding and statistical significance have been satisfied.</li> </ul> <p><u>Satisfactory Response Rate:</u></p> <ul style="list-style-type: none"> <li>-all the employees (total population) were asked to participate in the research for purposes of statistical significance and minimisation of non-response bias</li> <li>-the findings are valid, reliable and representative of the total population since they are supported by a satisfactory response rate</li> <li>-the satisfactory response rate was achieved through extra effort and time despite the advantages of access and trust that I had as an insider researcher</li> <li>-the satisfactory response rate was achieved through the following: personal contact, personalised distribution of the research documents, translation of the research documents (circulated in English and Greek), extension of the deadline for returning the questionnaire, anonymity and confidentiality, carefully drafted covering letters and informed consent forms (informing the participants about the following: the project, their involvement, voluntary participation/ non-coercion, anonymity and confidentiality).</li> </ul> <p><u>Consideration of Ethical Issues:</u></p> <ul style="list-style-type: none"> <li>-the issue of confidentiality was a very important consideration especially because I was working closely with the participants (personal contact); therefore, I spent a considerable amount of time in thinking about confidentiality so as to make sure that it would be respected</li> <li>-the confidentiality was respected through the following: conducting the interviews on an one-to-one basis, preventing harm by not disclosing the data which was provided on a confidential basis, preventing harm by not using the data (confidential or non-confidential) for work or other purposes (the participants trusted the insider researcher and provided information), not disclosing to the participants any information/opinion about others and not</li> </ul>
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	<p>encouraging them to talk about others, preventing identification by aggregating the data (collective disclosure), preventing harm by obtaining feedback from all the interviewees (ongoing consent)</p> <ul style="list-style-type: none"> <li>-honesty of the participants (many participants were encouraged to be honest with their answers mainly because of confidentiality)</li> <li>-informed consent</li> <li>-voluntary participation/ non-coercion (the employees who did not participate in the research were not harmed or prejudiced in relation to their position or treatment).</li> </ul>
<p>Research Quality- Limitations (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9)</p>	<p><u>Limitations:</u> the project is not free from limitations (as it is the case with most research projects) but the limitations are not considered as serious and they do not undermine the quality of the research.</p> <p><u>Insider Researcher Bias:</u> there is possibly an element of insider researcher bias (it is natural since the insider researcher is too close to the problem and has an interest in the issue that is being investigated) which may have influenced the terminology which was used in the report (it may be inevitable since the researcher represents others in his/her own terms); however, the validity and generalisability of the data were not undermined because bias was minimised through the following: feedback from all the interviewees, triangulation, effort for maintaining objectivity throughout the research (e.g. open mind, no leading questions), effort for encouraging the participants to be honest with their answers (e.g. request for honesty, open-ended questions, confidentiality).</p> <p><u>Non-Response from the Trade Unions:</u> the trade unions did not wish to participate in the research despite my encouragement; if the trade unions participated in the research the findings would be provided with more impact since they would also include the opinion of the trade unions (especially if their opinion was the same as that of the participants); however, their non-participation cannot be considered as problematic because in case they participated and their opinion was not the same as that of the participants it would not change the overall findings since the sample of the trade unions was much smaller than the sample of the participants; in addition, the findings would not change as the views of the trade union representatives (who are also employees) would most likely be similar to those of most of the participants since a significant number of the employees (who are members of the trade unions) participated in the research and most of them shared the same views; (some of the trade union representatives { who are also employees } participated in the research from their</p>

	<p>capacity as an appraiser {granting an interview} or as an appraisee {completing a questionnaire} and may have shared the same views as most of the participants).</p> <p><u>Case Study and Generalisation:</u> even though the project was undertaken for providing solutions to CTO and not to others and even though wide generalisation is not usually possible with the case study, other researchers and similar organisations can refer to the project and borrow ideas and conduct further research (work based research for testing the applicability of the project to their own context) and extend existing knowledge in the same way as I did (knowledge derived from specific circumstances of work contexts); the extent to which the project knowledge can be transferred to other situations (generalisation) depends on how similar is the case study to other situations (reliability): the reliability can be assessed through the qualitative research criterion of rich, thick descriptions which is satisfied (comprehensive, detailed and in-depth explanation of the context, subject, methodology and findings).</p>
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### BACKGROUND OF THE CYPRUS TOURISM ORGANISATION (CTO)

General: mission, legal status, governing structure, departments, activities, job titles/positions

The mission of CTO is to promote tourism within the Republic of Cyprus.

CTO is a public sector organisation. This means that, despite the fact that CTO is under the supervision of the state through the Minister of Energy, Trade, Industry and Tourism (to ensure that the government policy in relation to tourism is carried out) and the fact that it is financed wholly by the government, it enjoys a certain degree of independence and autonomy from the state. This is achieved through the creation of a separate legal entity (CTO was established in 1969) with the following governing structure: the appointment of a Board of Directors (appointed by the President of the Republic of Cyprus for a three year term; the members of the Board of Directors are not employed by CTO) which is responsible for setting out the strategy to be followed and it is generally the main decision making body of CTO; the appointment of a Director General (appointed by the Ministerial Council of Cyprus for a five year employment term after taking into consideration the recommendations made by the Board of Directors of CTO) who is responsible to carry out the strategy which has been set out by the Board of Directors.

The above governing structure provides a certain degree of flexibility, speed and avoidance of bureaucratic procedures especially in the day to day activities of CTO since many decisions can be taken and carried out faster than the government. This is not the case for all matters especially those which require the approval of the government as for these cases the process can even be more time consuming than if CTO was a government department. Most of the rules and regulations of CTO (see below), especially those which deal with financial management and personnel management (including performance appraisals), are very similar to the rules and regulations of the government.

CTO currently employs about 260 people (about 200 permanent employees and 60 non-permanent employees) both in Cyprus and abroad and its activities abroad are carried out by CTO offices which are operating abroad (15 offices located in 13 countries). The offices which are operating in Cyprus are located in Limassol, Paphos, Larnaca and Famagusta districts and the headquarters are based in Nicosia.

CTO consists of 4 main departments which are the following: the Marketing Department, the Strategy and Planning Department, the Tourist Services and Quality Assurance Department and the Administration Department (the activities and job titles/positions of each department are found in appendices 3, 4 and 5).

#### Legislation and Regulations

##### 1)CTO Law (1969-2012)

The contents of the Law are the following:

-incorporation, mission, Board of Directors, Director General, services provided by CTO, CTO activities and duties, Ministerial supervision, tourist strategy and planning,

financing, subsidies, financial administration, audit, stamp duty, representation of CTO by the President of the Board of Directors.

2)CTO Regulations: Administration and Financial (1970-1997) (amended in 2013 with the new internal regulations for tenders and contracts which take into account the amendments of the national tenders and contracts legislation)

The contents of the Regulations are the following:

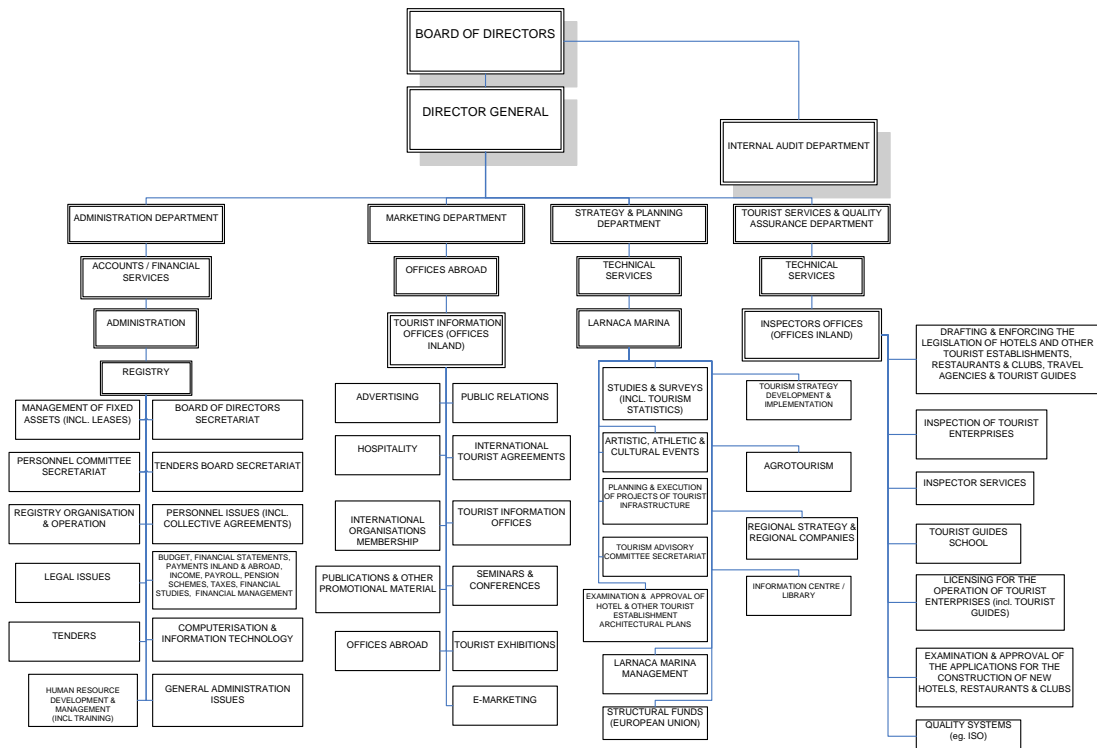
-Board of Directors authorities (in relation to expenditure, contracts and tenders), expenditure, contracts and tenders (e.g. publication, requirements, guarantees, confidentiality, deadlines, awards, depriving rights), leases and subleases, budget, income and expenditure, balance sheet, accounting system, income, expenditure, cash, promotional material and safekeeping, fixed asset register, warehouse, preventive and internal audit, Ministerial audit.

3)CTO Regulations: Organisation and Structure and Employment Terms (1970-1999)

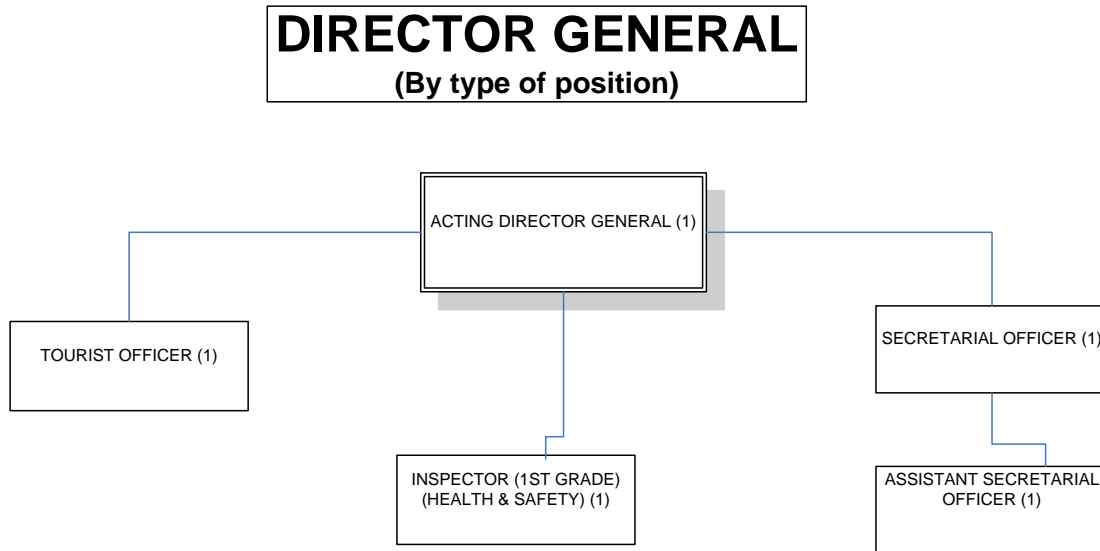
The contents of the Regulations are the following:

-positions, organisational structure, qualifications, duties, probationary periods, temporary appointments and termination, secondment, seniority, acting appointment, transfers, promotions, appraisal reports, resignations, retirements, birth date, holiday, study leave, abolishing positions, appointments on a service basis, salaries, cost of living allowance, increments, entertaining allowance, travelling allowance, subsistence, car loans, medical, conduct, damages, timetable, public holidays, confidentiality, presents, debts and obligations, interest and shareholding in private and public companies, acquisition of property, timekeeping, disciplinary procedure, offences and penalties, physical fitness, loss of personal belongings, employment certificate.

## ORGANISATIONAL STRUCTURE (By type of activity)



**ORGANISATIONAL STRUCTURE IN 2010  
(by type of position) (221 employees)**



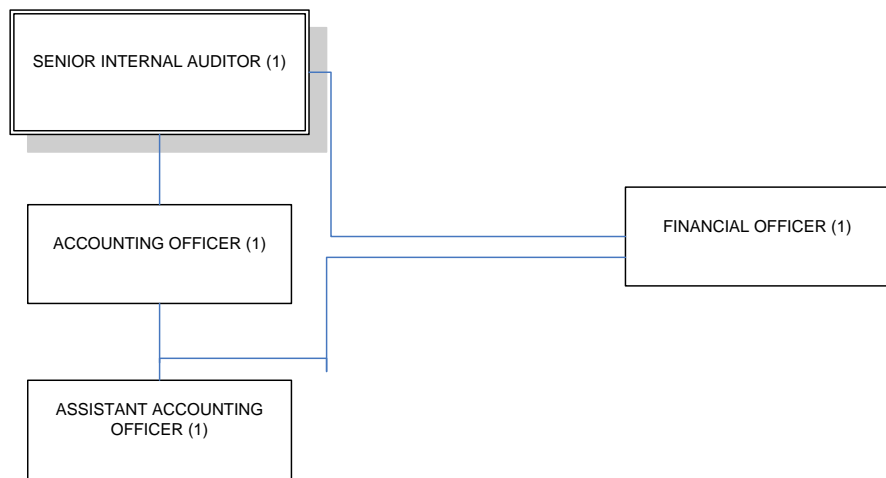
Note:

The total number of employees in 2010 was 221 (the valid number of total employees when the interviews were conducted). The following employees are not shown on the organisational structure as they were not part of the valid number of total employees:

- 72 non-permanent employees based at the offices abroad (position titles: Head/Officer in Charge, Assistant Head/Officer in Charge, Marketing/Sales Officer, E-Marketing Officer, Accountant, Information Officer/Accountant, Information Officer/Sales Assistant, Information Officer/Secretary, Information Officer, Information Officer/Messenger, Messenger).
- 19 non-permanent employees based in Cyprus (at the headquarters or in other cities) (position titles: Technical Officer-2<sup>nd</sup> grade, Assistant Tourist Officer, Assistant Secretarial Officer, Messenger, Porter, Warehouse Officer, Telephone Operator/ Receptionist, Cleaner).
- 11 messengers (Office Assistants and Marina Assistants) based at the headquarters or in other cities.
- 1 employee (Technical Officer-1<sup>st</sup> grade) on secondment in one of the Ministries.
- Myself (Chief Accountant).

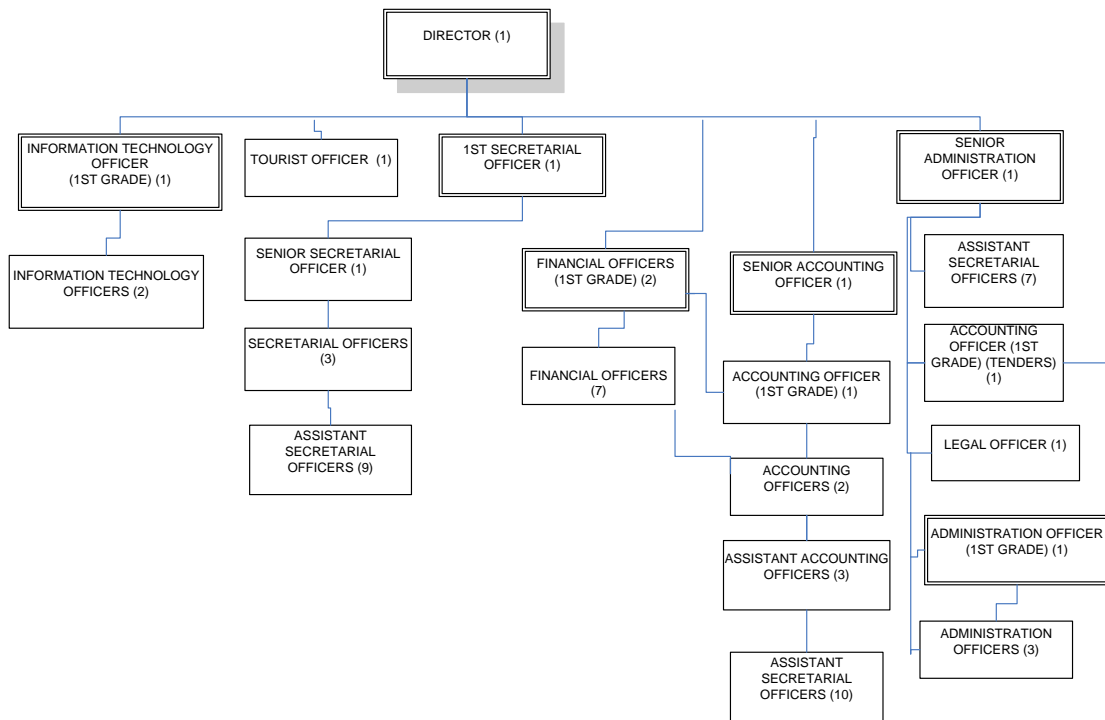


**INTERNAL AUDIT DEPARTMENT**  
(By type of position)



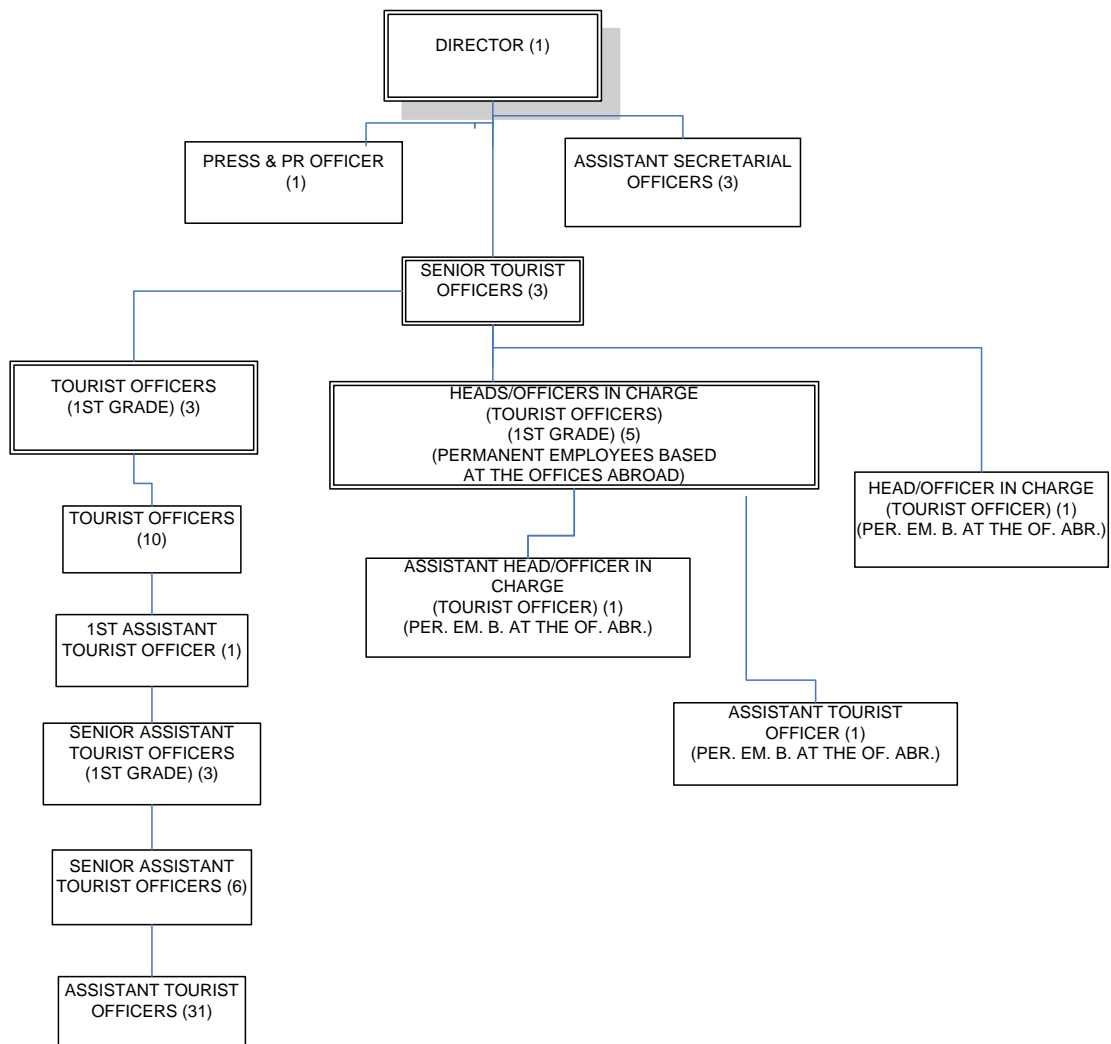
# ADMINISTRATION DEPARTMENT

(By type of position)



# MARKETING DEPARTMENT

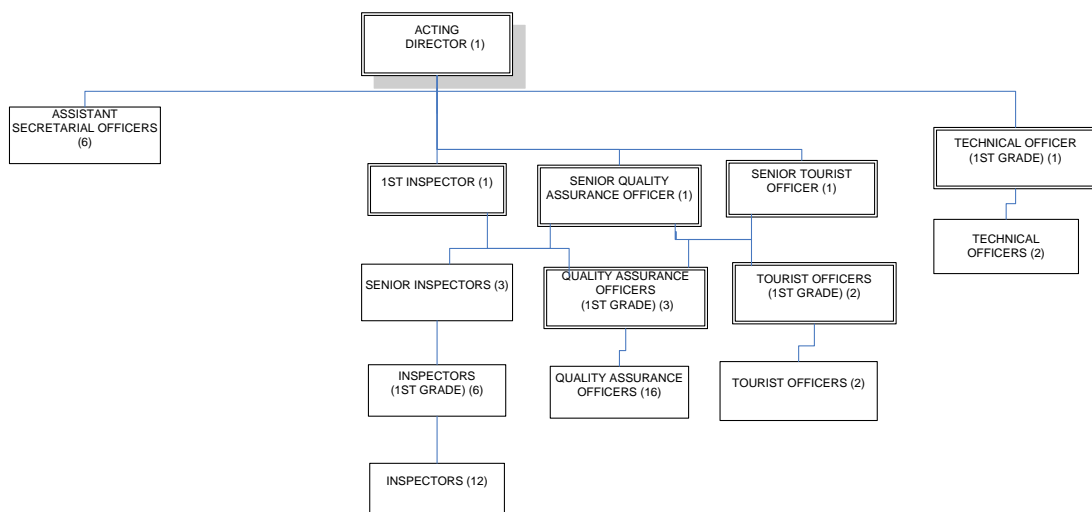
(By type of position)



**Note:**

-Some of the Senior Assistant Tourist Officers (1<sup>st</sup> grade), Senior Assistant Tourist Officers and Assistant Tourist Officers are based in other cities.

**TOURIST SERVICES & QUALITY ASSURANCE DEPARTMENT**  
(By type of position)

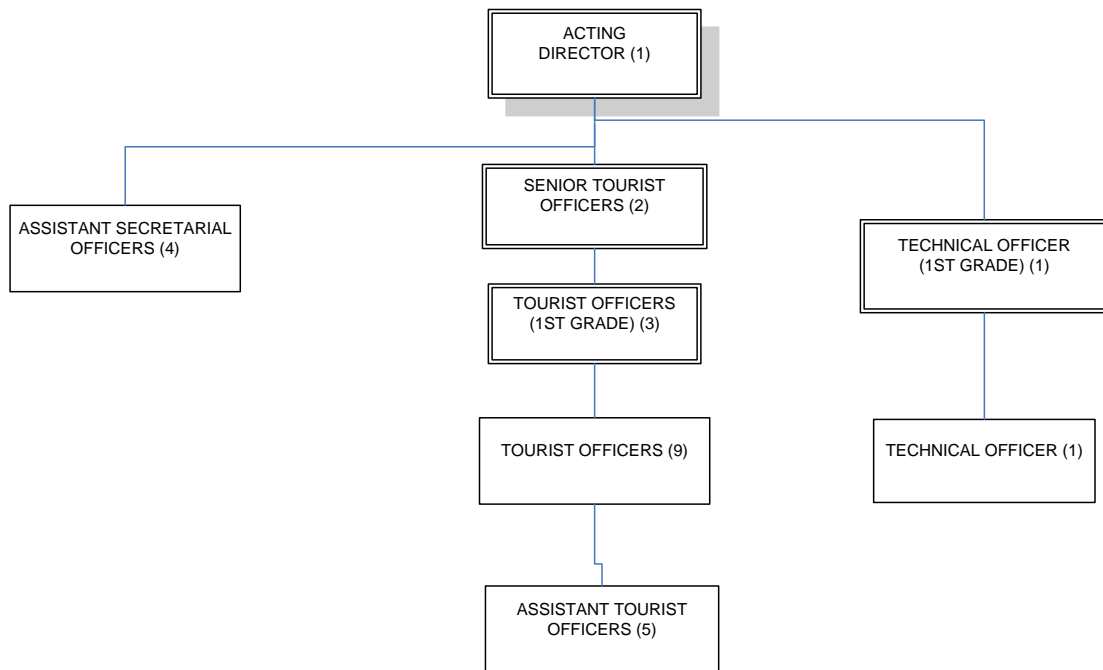


Note:

-Some of the Quality Assurance Officers (1<sup>st</sup> grade), Quality Assurance Officers, First Inspectors, Senior Inspectors, Inspectors (1<sup>st</sup> grade), Inspectors and Assistant Secretarial Officers are based in other cities.

# STRATEGY & PLANNING DEPARTMENT

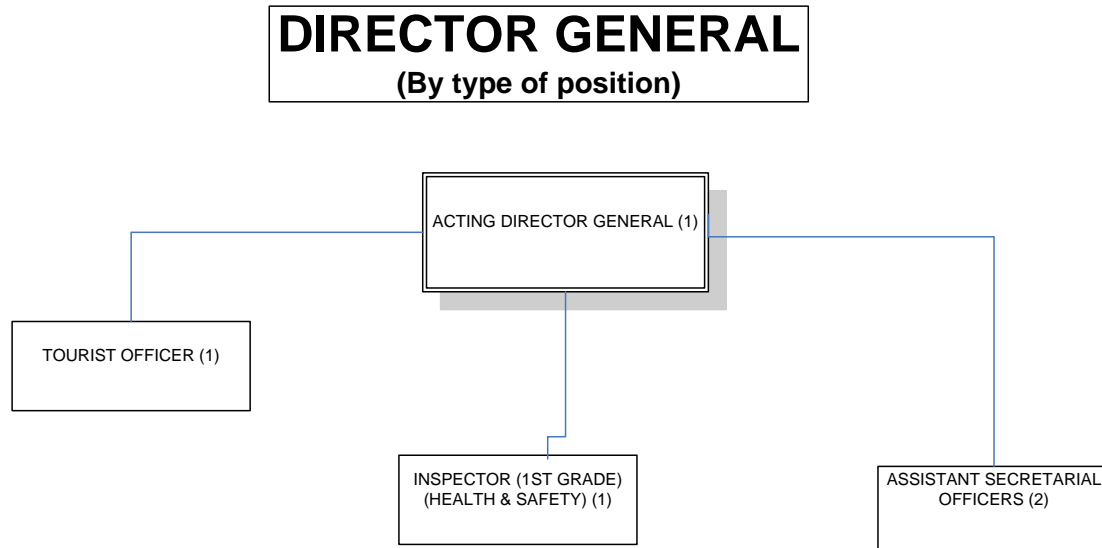
(By type of position)



Note:

-Some of the Assistant Tourist Officers are based in another city.

**ORGANISATIONAL STRUCTURE IN 2011  
(by type of position) (218 employees)**



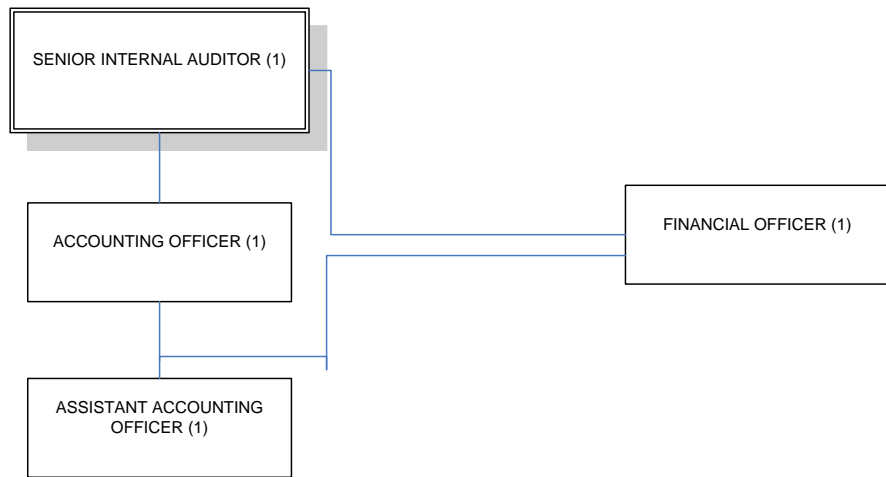
Note:

The total number of employees in 2011 was 218 (the valid population under investigation at the time of the questionnaire distribution). The following employees are not shown on the organisational structure as they were not part of the valid population under investigation:

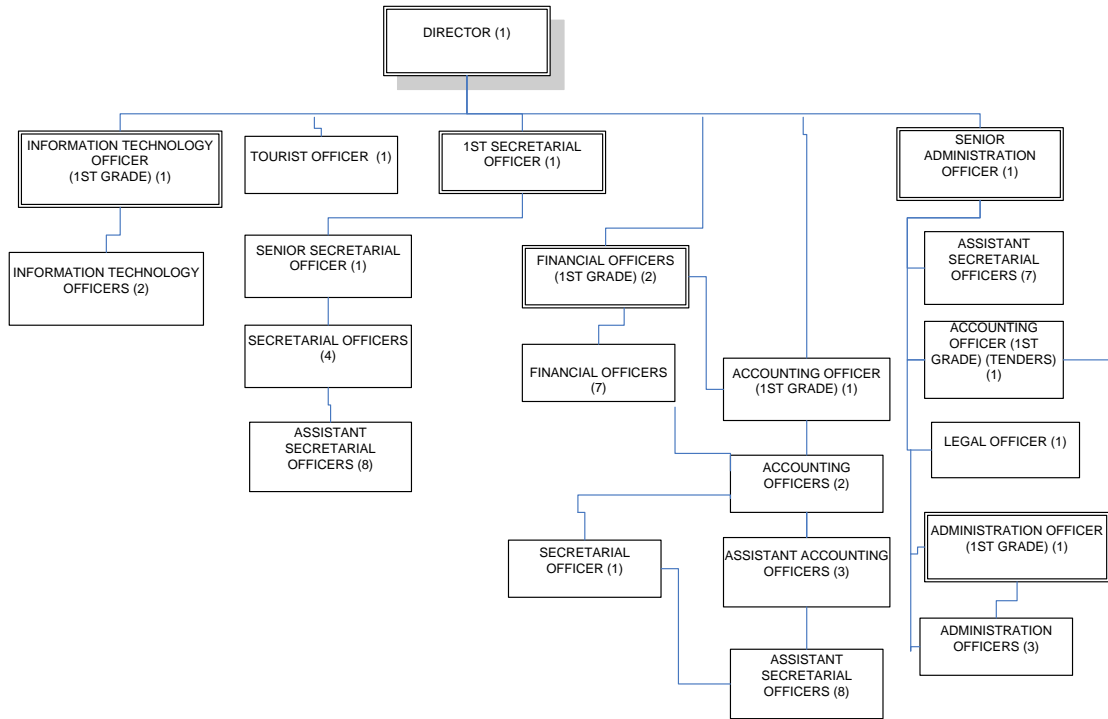
- 73 non-permanent employees based at the offices abroad (position titles: Head/Officer in Charge, Assistant Head/Officer in Charge, Marketing/Sales Officer, E-Marketing Officer, Accountant, Information Officer/Accountant, Information Officer/Sales Assistant, Information Officer/Secretary, Information Officer, Information Officer/Messenger, Messenger).
- 20 non-permanent employees based in Cyprus (at the headquarters or in other cities) (position titles: Technical Officer-2<sup>nd</sup> grade, Assistant Tourist Officer, Assistant Secretarial Officer, Messenger, Porter, Warehouse Officer, Telephone Operator/ Receptionist, Cleaner).
- 10 messengers (Office Assistants and Marina Assistants) based at the headquarters or in other cities.
- 7 employees with insufficient appraisee experience (employed for less than 6 months and never appraised before) (position titles: Internal Auditor, Information Technology Officer, Assistant Tourist Officer).
- 1 employee (Technical Officer-1<sup>st</sup> grade) on secondment in one of the Ministries.
- Myself (Chief Accountant).

# INTERNAL AUDIT DEPARTMENT

(By type of position)



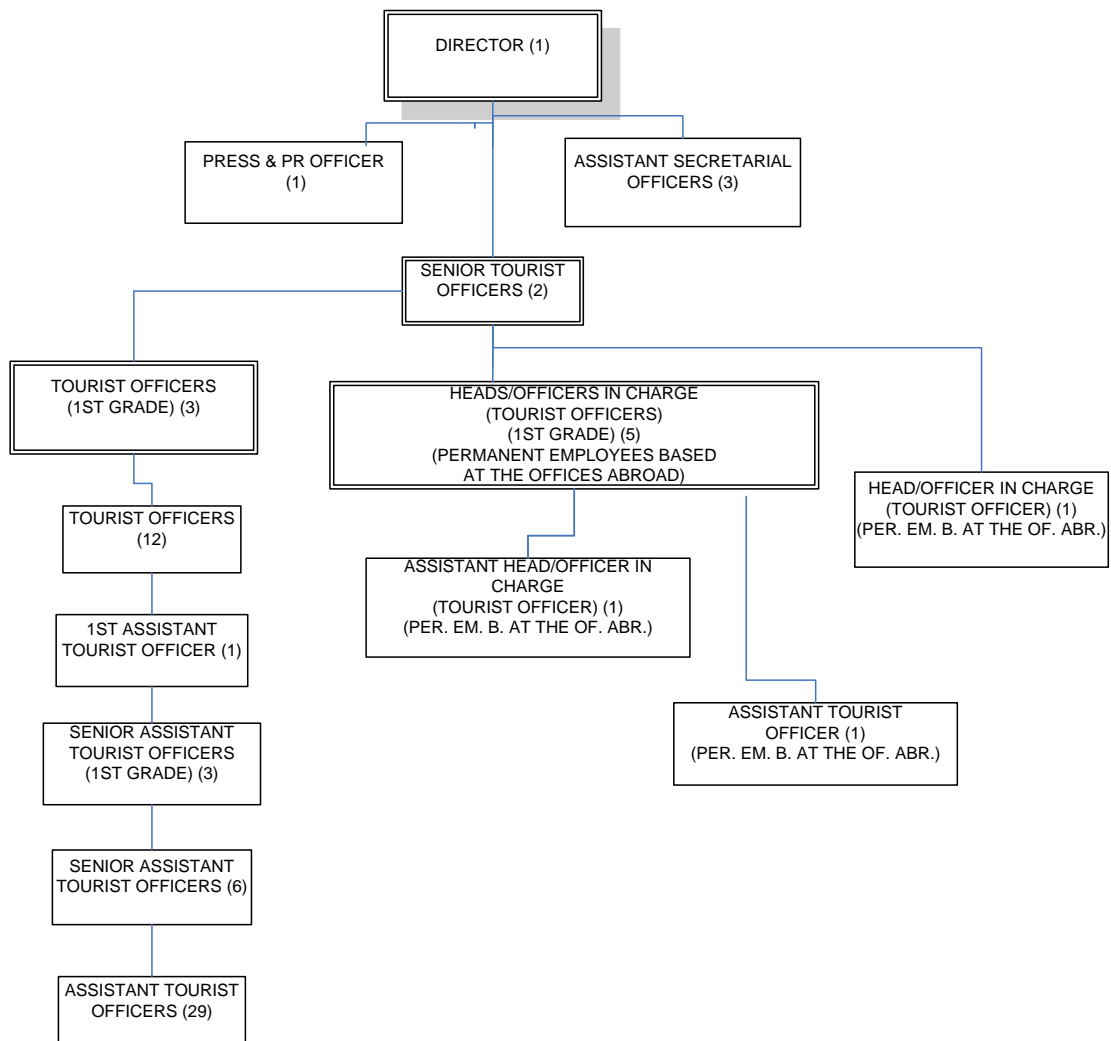
**ADMINISTRATION DEPARTMENT**  
(By type of position)





# MARKETING DEPARTMENT

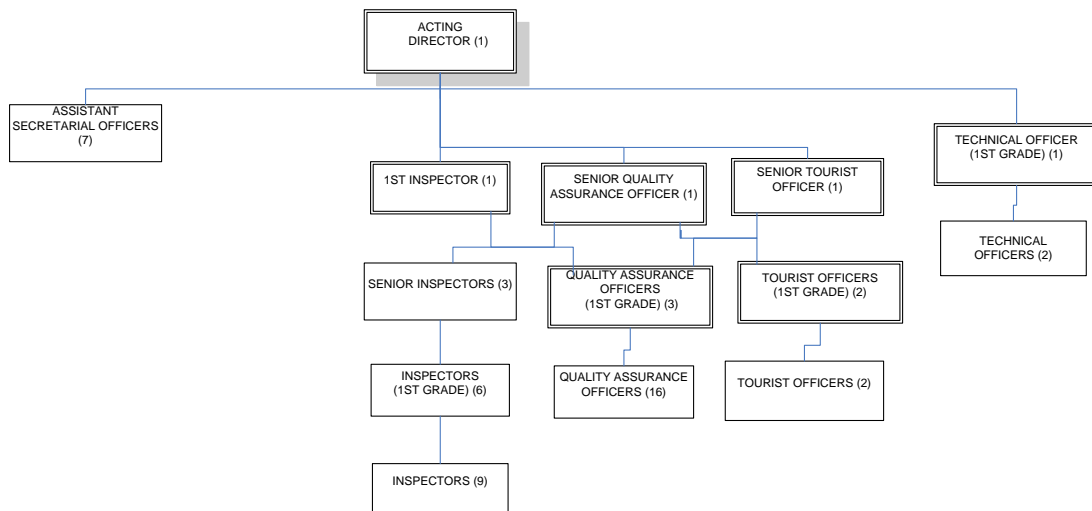
(By type of position)



**Note:**

-Some of the Senior Assistant Tourist Officers (1<sup>st</sup> grade), Senior Assistant Tourist Officers and Assistant Tourist Officers are based in other cities.

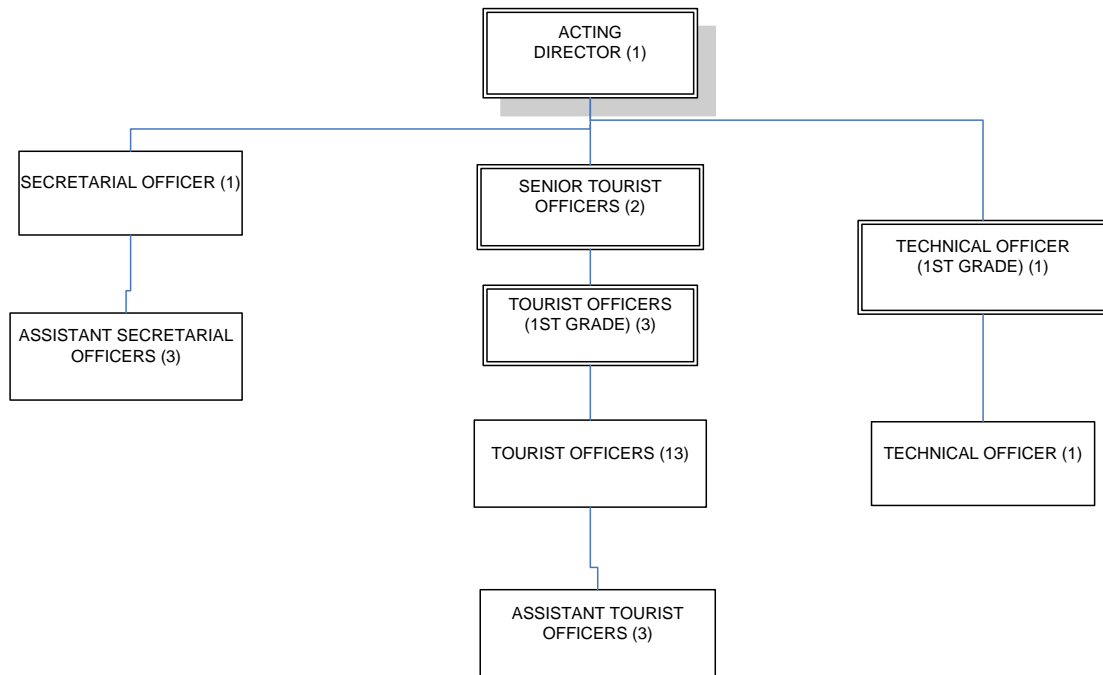
**TOURIST SERVICES & QUALITY ASSURANCE DEPARTMENT**  
(By type of position)



**Note:**

-Some of the Quality Assurance Officers (1<sup>st</sup> grade), Quality Assurance Officers, Senior Inspectors, Inspectors (1<sup>st</sup> grade), Inspectors and Assistant Secretarial Officers are based in other cities.

## STRATEGY & PLANNING DEPARTMENT (By type of position)



**Note:**

-One Secretarial Officer and one Assistant Tourist Officer are based in another city.

**REGULATIONS OF THE CURRENT PERFORMANCE APPRAISAL SYSTEM (PAS) OF THE CYPRUS TOURISM ORGANISATION (CTO)  
(The Preparation of Appraisal Reports)**

The regulations have been drafted and adopted in 1970 and they have been slightly amended (e.g. changing the format of the appraisal reports slightly so as to enhance clarity, e.g. formalising and documenting the procedures so as to enhance consistency) on two occasions after that (in 1990 and in 1999) so as to be consistent with the amendments of the government regulations (the PAS of CTO is almost identical with that of the government and this is the case for some of the other public sector organisations in Cyprus).

The original version of the regulations is in the Greek language and this is the English version which has been translated by me. Even though I am not an expert translator, I believe that I have managed to produce a meaningful translation. There have been some cases where I used two words (by using “or” and “/”) as the Greek word can mean both of the English words. More details in relation to the translation approach and principles that were followed are found in chapter 6 (translation for the interviews and questionnaire).

Immediate Supervisor/Head (IS/H): the officer who supervises the appraisee whose position in the hierarchy is higher than that of the appraisee and who has direct knowledge of the appraisee’s job and tasks so that he or she can express a responsible and valid opinion for the performance and capabilities of the appraisee; he or she can also be the hierarchical supervisor/head (see below).

Hierarchical Supervisor/Head (HS/H): the head of the department, section or subsection in which the appraisee is serving.

Purpose of the Appraisals: the appraisal or evaluation of the employees, through appraisal reports, aims at the following:

- to determine whether the employees who are on probation can stay with the Organisation on a permanent basis
- to determine whether the employees are entitled to a promotion
- to assist in the development of employees’ capabilities and the management of the Organisation.

6-Monthly Appraisal Reports (for employees who are on probation for 2 years):

- covering a 6 month period every time
- submitted to the Director General
- the last appraisal report is submitted before the end of the probation period and it must mention whether the employee’s appointment will become permanent or whether the probation period will be extended or whether the employee’s appointment will be terminated.

Annual Appraisal Reports:

- submitted to the Director General for all the employees

- the appraisal is not applicable to the Director General
- the period of submission is between 1 January and 31 March and the appraisal period covers the previous calendar year.

#### Preparation of the Appraisal Reports:

- by a three-member team or committee (when it is possible)
- the two members must be the IS/H and the HS/H
- the third member can be one of the following:
  - the HS/H (provided is not the same HS/H above e.g. the HS/H above can be the head of the section and this HS/H can be the head of the department)
  - the supervisor/superior of the IS/H
  - an employee who serves in the same section or department as the appraisee whose salary scale is higher than that of the appraisee and who has direct or indirect relation with the appraisee's job and tasks
- the appraisal teams are appointed by the Director General every year and not later than the 31<sup>st</sup> December; in the case of the 6-monthly appraisal reports, if it is necessary they may be appointed twice a year
- by a two-member team (when it is not possible to have a three-member team) whose members must be the IS/H and the HS/H; if the two members disagree with each other then the opinion of the HS/H prevails; in this case, the IS/H can make a record of his or her disagreement in the appraisal report
- by the IS/H and the Director General (when it is not possible to have a three-member team or a two-member team)
- the appraisal reports of the department heads are prepared by the Director General
- a person who is related to the appraisee (husband, wife, relative etc.) cannot be appointed as a member of the appraisal team unless it is practically impossible; in the latter case the existence of the relation has to be disclosed.

#### Appraisal Procedure:

- see the "appraisal forms or reports" section
- the member who is hierarchically the most superior presides the appraisal team
- the decisions of the team are taken by majority vote and in case of no majority the opinion of the most superior member prevails; the member who disagrees with any decision may, if they wish, record the reasons of their disagreement
- if the appraisee is transferred to another department during the year then the IS/H prepares a draft appraisal report which he or she submits to the head of the department to which the appraisee has been transferred so as to be taken into account; the IS/H must have supervised the appraisee for at least 2 months in the case of the 6-monthly appraisal reports and 3 months in the case of the annual appraisal reports
- if the IS/H has retired, resigned or is transferred to another department during the year then he or she prepares a draft appraisal report which he submits to his or her replacement, the head of the department or the Director General so as to be taken into account; the IS/H must have supervised the appraisee for at least 2 months in the case of the 6-monthly appraisal reports and 3 months in the case of the annual appraisal reports
- all appraisees are appraised by persons who are hierarchically more superior than them (not the same level or inferior).

#### Negative Appraisals or Assessments:

- if there is an intention for a “negative assessment” then the appraisee should be informed about it before the assessment is conducted and finalised so that he or she has the opportunity to be heard and submit his or her representations (appeal)
- a “negative assessment” takes place when any of the criteria in the appraisal form or report is assessed as “unsatisfactory”.

#### Appraisal Report Distribution:

- sent to the appraisee as soon as completed
- sent to the Director General after 15 working days unless the appraisee submits an appeal (representations) to the appraisal team (personally or through his or her lawyer and supported by relevant documentation)
- if the appraisee’s representations are accepted a new appraisal report is prepared which is sent to the Director General and the appraisee
- if the appraisee’s representations are not accepted the appraisee is notified about it and the appraisal report is sent to the Director General.

#### Significance of the Appraisal Reports and Appraisers’ Responsibilities:

- the appraisal report is strictly restricted to the assessment or judgement of the professional value (or merit) of the appraisee
- the appraisers should: follow the current regulations and all the relevant circulars or instructions, try to apply a uniform (consistent) measure or standard of judgement or assessment, not be influenced from previous years assessments or opinions, make an effort in conducting an appraisal which reflects the true value of the appraisee (if the appraisee’s efficiency, effectiveness and quality of work (performance) have deteriorated because of health problems then it should be mentioned in a separate memo which should be attached to the appraisal report), not hesitate to conduct assessments in which the ratings are low if that is justified (i.e. the true performance of the appraisee justifies the low ratings); this is in the interest of both the appraisee and the Organisation, have in mind that the appraisees have both strengths and weaknesses and not just strengths and in this respect the appraisal reports should reflect the reality with clarity and objectivity, prepare the appraisal reports with a sense of responsibility and reflection and add relevant comments if it is necessary
- in order to conduct the appraisal as fairly and impartially as possible the appraisers or supervisors should make a note of the appraisees’ achievements and deficiencies during the year and in case the deficiencies might affect negatively the appraisees’ appraisals the appraisees’ attention should be drawn to such deficiencies at the time that they take place
- if any of the criteria in the appraisal form or report is not applicable to an appraisee due to the nature of his or her duties then it should be mentioned in the appraisal report.

#### Review of the Appraisal Report Files:

- the lawyer who represents an employee (after the employee has filed a lawsuit with the court regarding the promotion of other employees) has the right to review the appraisal report file(s) of the employee(s) who has or have been promoted as well as the file of the employee that he represents.

#### General Provisions:

-the Director General will be issuing circulars or instructions for guidance with respect to the preparation of the appraisal reports and the application of the current regulations.

Content of the 6-Monthly Appraisal Report or Form:

-the first part is completed by the appraisee and it includes the following: period covered by the appraisal, name, position, brief description of the tasks performed, period of probation, date, signature

-the second part is completed by the appraisers and it relates to the assessment of the appraisee's professional value (or merit). The criteria which are used and assessed (a 3-point scale is used: "very good", "satisfactory", "unsatisfactory") are the following: performance, work interest, sense of responsibility, initiative, cooperation/interpersonal relationships, conduct with business associates. Each of the criteria is briefly explained as follows: performance: being effective in the performance of work (quantity and quality to be taken into account), work interest: demonstrating interest and zeal during the performance of work, sense of responsibility: demonstrating responsibility and seriousness during the performance of work, initiative: demonstrating initiative during the performance of work and being willing to assume responsibilities, cooperation/interpersonal relationships: cooperating with superiors and colleagues during the performance of work and having good relationships with them, conduct with business associates: dealing with people outside the Organisation with willingness, politeness and patience. A space is also provided so that the appraisers can use it for justifying the "negative assessments" which they conduct

-the third part relates to the decision taken by the appraisers regarding the suitability of the appraisee i.e. to continue his or her employment with the Organisation and make his or her appointment permanent. A space is also provided so that the appraisers can use it to justify why they found the appraisee unsuitable for making his or her appointment permanent

-the fourth part relates to a declaration made by the appraisers which is signed by them (their names and positions must be stated also). The declaration states that the appraisal or assessment has been conducted/decided by a 3-member team and that the decision was taken unanimously or by majority vote. A space is also provided so that the appraiser who disagreed with the decision can use it to explain why he or she disagrees.

Content of the Annual Appraisal Report or Form:

-the first part is completed by the appraisee and it includes the following: name, position and date of appointment or promotion, department, brief description of the tasks performed, details of problems or obstacles encountered during the performance of tasks and stating whether there is preference for other tasks, stating whether there were opportunities to use experiences, knowledge and skills, additional qualifications which have been acquired, date, signature

-the second part is completed by the IS/H and it includes the following: comments regarding the information provided by the appraisee in the first part, stating whether there have been any omissions or deficiencies in relation to the conduct of the appraisee's duties and which might affect the appraisal negatively; also, whether the appraisee has been informed about such omissions or deficiencies, stating whether the appraisee's tasks are those which are mentioned in his or her job description, date, name, position and signature of IS/H

-the third part is completed by the appraisers and it relates to the assessment of the appraisee's professional value (or merit). The criteria which are used and assessed (a 4-point scale is used: "excellent", "very good", "satisfactory", "unsatisfactory") are the following: professional development, performance, work interest, sense of responsibility, initiative, cooperation/interpersonal relationships, conduct with business associates, managerial capability (for employees with A6 scale and above). Each of the criteria is briefly explained as follows: professional development: keeping up to date with the developments which relate to the particular job and increasing knowledge, performance: being effective in the performance of work (quantity and quality to be taken into account), work interest: demonstrating interest and zeal during the performance of work, sense of responsibility: demonstrating responsibility and seriousness during the performance of work, initiative: demonstrating initiative during the performance of work and being willing to assume responsibilities, cooperation/interpersonal relationships: cooperating with superiors and colleagues during the performance of work and having good relationships with them, conduct with business associates: dealing with people outside the Organisation with willingness, politeness and patience, managerial capability: having the required skills of effective planning, organising, management, coordination, supervision and control for his or her work and the work of his or her subordinates. A space is also provided so that the appraisers can use it for justifying the "negative assessments" which they conduct

-the fourth part relates to the decision taken by the appraisers regarding the suitability of the appraisee in relation to a promotion (the decision should be based on the assessment which has been conducted in the third part). A space is also provided so that the appraisers can use it to justify why they found the appraisee unsuitable for a promotion

-the fifth part relates to a declaration made by the appraisers which is signed by them (their names and positions must be stated also). The declaration states that the appraisal or assessment has been conducted/decided by a 3-member team and that the decision was taken unanimously or by majority vote. A space is also provided so that the appraiser who disagreed with the decision can use it to explain why he or she disagrees.

The guidelines which follow were circulated to the appraisers recently (December 2010).

#### Guidelines for the rating scale which is used to rate each criterion

##### Professional development

"Excellent": the employee is constantly updated with all the issues that concern his/her work and he/she is perfectly capable to deal with anything that concerns his/her work.

"Very good": the employee has the necessary knowledge in order to comply with almost all of the requirements of his/her work and he/she keeps developing her/his knowledge further.

"Satisfactory": the employee has sufficient knowledge that satisfies the basic work requirements but he/she is restricted only to that knowledge.



“Unsatisfactory”: the employee’s knowledge is limited and does not correspond to the work requirements.

#### Performance

“Excellent”: the work is unquestionably reliable, accurate and effective as well as extremely efficient in terms of speed and correctness/accuracy.

“Very good”: the employee whose quality and quantity of work are of a very high standard and comply with work requirements not only in terms of accuracy, reliability and effectiveness but also in terms of speed. The employee needs guidance only occasionally.

“Satisfactory”: the employee whose work is of a generally good quality and whose productivity is only/just satisfactory. There is a need for improvement/correction or help in difficult situations/matters.

“Unsatisfactory”: the employee makes mistakes on a frequent basis and he/she doesn’t satisfy/comply with the work requirements. There is a need for improvement/correction.

#### Work interest

“Excellent”: the employee stands out because he/she is constantly willing/eager and eager/keen to/on work; he/she exceeds all expectations.

“Very good”: the employee does not need to be motivated and he/she demonstrates the required zeal and diligence. He/she complies with the official working hours and makes the most out of his/her time by being productive with work.

“Satisfactory”: the employee needs to be occasionally motivated and supervised in order to comply with the necessary work requirements.

“Unsatisfactory”: the employee needs to be motivated and guided in order to comply with his/her work requirements. He/she frequently seems unwilling to work and he/she takes his/her time with work (by being unproductive).

#### Sense of responsibility

“Excellent”: the employee pursues and assumes responsibilities at all times, without any reservation and irrespective of the seriousness/complexity of the tasks/assignments.

“Very good”: the employee is aware of the seriousness/complexity of his/her tasks and he/she is in a position to make a/an correct/accurate assessment about the consequences of his actions or inaction/deficiencies/omissions.

“Satisfactory”: the employee tends to refer to his/her superiors about issues/problems that he/she should have been able to deal with/solve/decide himself/herself. He/she is not always in a position to assess/understand the consequences of his actions or inaction /deficiencies/omissions.

“Unsatisfactory”: the employee is not willing to assume responsibilities and he/she is indifferent about the seriousness/complexity of his/her tasks so that deficiencies/omissions take place during the performance of work.

#### Initiative

“Excellent”: the employee has a lot of creativity (creative imagination) and a special skill in the drafting and submission of proposals which relate to new arrangements and the resolution of problems that might arise. He/she willingly takes initiative without any reservation or hesitation and without any sign of fear towards the assumption of responsibilities.

“Very good”: the employee takes initiative to a great extent and he/she is willing and ready to assume responsibilities and deal with the problems which arise during the performance of his/her work.

“Satisfactory”: the employee usually expects guidance/instructions before he/she acts. He/she takes initiative only occasionally for purposes of dealing with problems.

“Unsatisfactory”: the employee always/constantly avoids assuming any responsibilities and he/she does not take any initiative.

#### Cooperation/interpersonal relationships

“Excellent”: the employee is very/extremely cooperative and he/she wants/is in favour of and pursues cooperation and team work. He/she leads by example (sets an example for others to follow) in relation to behaviour/attitude, politeness/courtesy, discreteness/discretion, adjustability/flexibility and empathy/understanding for others’ weaknesses.

“Very good”: the employee is generally appreciated for being willing to cooperate and work in harmony with his/her superiors and other colleagues. He/she actually cooperates and works in harmony with them and he/she demonstrates the relevant/appropriate politeness/courtesy, discreteness/discretion and empathy/understanding for weaknesses that exist.

“Satisfactory”: the employee is making an effort so as to achieve/maintain the necessary cooperation and the healthy interpersonal relationships (cooperating and working in harmony in a healthy working environment). However, he/she does not demonstrate that much adjustability/flexibility or empathy/understanding for others’ weaknesses.

“Unsatisfactory”: it is difficult for the employee to cooperate with his/her colleagues. He/she usually creates problems (trouble maker) in his/her working environment.

#### Conduct with business associates

“Excellent”: the employee is patient and extremely keen/willing/eager to serve. His/her personality is (constantly) characterised by (the feature of) impeccable politeness. He/she never loses his/her temper. He/she is an ideal public servant example (that should be followed by others).

“Very good”: the employee serves the citizens and (in general) all business associates with a lot of patience, willingness/eagerness and politeness.

“Satisfactory”: the employee’s general behaviour and attitude towards the public is only of a very basic standard as well as formal for purposes of performing a particular task. His/her personality is not characterised by any particular feature.

“Unsatisfactory”: the employee’s behaviour and attitude create certain problems which may harm the reputation of the public service.

#### Managerial capability

“Excellent”: the employee is extremely capable. He/she organises, directs and totally controls his/her work and in general his/her area of responsibility. He/she has special skills in the organisation or execution of new jobs/tasks, projects/programmes, etc..

“Very good”: the employee is very capable/has remarkable skills in relation to effective planning, organisation, management, coordination, supervision and control of his/her work and the staff that is or may be under his/her control/supervision.

He/she easily copes/deals with the various problems that he/she faces.

“Satisfactory”: the employee is capable/has the capabilities so as to sufficiently respond to the managerial requirements of his/her work but he/she needs help when it comes to managing/dealing with various problems.

“Unsatisfactory”: the employee cannot be trusted with the management of any department or unit/section because he/she constantly needs help, monitoring and guidance even for the organisational and management tasks/issues which are simple.

**REVIEW AND ANALYSIS OF THE REGULATIONS OF THE CURRENT PERFORMANCE APPRAISAL SYSTEM (PAS) OF THE CYPRUS TOURISM ORGANISATION (CTO)**

**Goals**

The three-member appraisal committee or team

Regulations Vs Literature Review:

-the appraisal committee or team which is required by the regulations is not a common practice (according to the literature); it is more common to have only one appraiser (e.g. the immediate supervisor) unless the 360 degree feedback is in place where various people (peers, subordinates, customers, superiors etc.) appraise someone for purposes of development (see literature review in chapter 3: e.g. Bacal (2007), CIPD (2007), Carson (2006), Johnson (2004), ACAS (2008), ICMR (2009), Harvey (1994)) but each person carries out his or her appraisal separately from the rest and not in a team as above. I believe that there is nothing wrong with an appraisal team especially if the immediate supervisor is biased or unfair. On the other hand, the other members of the team (e.g. the HS/H and the superior of the IS/H) have no knowledge of the appraisee's tasks and they could also be biased and unfair thus leading to unfair appraisals. I believe that for purposes of development the 360 degree feedback is more suitable than the single appraiser or the appraisal teams as according to the literature it can avoid the bias that may exist with a couple of appraisers and it can provide an all round assessment for the appraisee by people who are in contact or work with him or her so that the appraisee can use the ratings or assessments for further development e.g. if 8 out of the 10 appraisers believe that the appraisee needs to be more attentive then it is likely that this is so and the appraisee should work towards correcting that.

Regulations Vs Current Situation:

-see comments under "Feedback"

-the Ex-Director General has made some changes (inconsistent with the regulations) in the composition of the appraisal teams, an action which is not permitted by the regulations as they do not authorise the Director General to make changes but only to issue circulars and instructions for guidance purposes with respect to the application of the current regulations (see "general provisions"). The changes involve the substitution of the IS/H with the Director General (according to the regulations the Director General does not substitute the IS/H but only the HS/H), which has not been received well by the staff and the trade unions who have officially protested about it and asked for the reinstatement of the previous situation. The main argument of the protest was that it is wrong to substitute the IS/H with the Director General as the former has a better and more direct knowledge and contact with the appraisees than the latter. The matter has finally been resolved (jointly by the Board of Directors, the Ex-Director General and the trade unions) and the IS/H will not be substituted by the Director General. It has also been decided that the whole matter (the degree of participation of the Director General in the appraisal teams) will be re-examined in the future (e.g. during a study which will be carried out with the intention of implementing a new system).

### The purpose of the appraisals (through appraisal reports)

#### Regulations Vs Literature Review:

-the stated objectives do not seem to be overwhelming or in conflict with each other (see literature review in chapter 3: e.g. Milkovich at al (1991), Harvey (1994)) so that the achievement of all the objectives simultaneously is possible.

#### Regulations Vs Current Situation:

-only some of the objectives are achieved (promotions, probation) even though it would have been possible to achieve them all since they are not overwhelming or conflicting. In fact, each objective would feed into each other and all the objectives would have been achieved i.e. if performance was assessed with the intention of improving and developing the employees then the employees would be developed and improved and that would assist in the overall management and human resources management; the assisted human resources management and the assessed performance would also be used for probation and promotion decisions (a better way to base such decisions rather than using personal subjective judgements-see later). There is concentration only on some of the objectives so that the process starts from the middle or the end (promotion and probation) and never from the beginning (performance); thus only some of the objectives are achieved.

### 6-monthly appraisal reports for employees who are on probation

#### Regulations Vs Literature Review:

-the regulations require that the appraisal reports are submitted to the Director General. Even though according to the literature such a practice is not common, I believe that it is not a bad idea as the Director General has the opportunity to be informed about the performance of new employees and their suitability for continuing their employment. The Director General has also the opportunity to act as an independent assessor for the appraisers e.g. whether the appraisers are fair and consistent with their assessments (see literature review in chapter 3: e.g. ACAS (2008)).

#### Regulations Vs Current Situation:

-according to the Administration Department, the appraisal reports are submitted to the Director General (consistent with the regulations).

### Annual appraisal reports

#### Regulations Vs Literature Review:

-the regulations require that the appraisal reports are submitted to the Director General. Even though according to the literature such a practice is not common, I believe that it is not a bad idea as the Director General has the opportunity to be informed about the performance of employees and to get to know them better. The Director General has also the opportunity to act as an independent assessor for the appraisers e.g. whether the appraisers are fair and consistent with their assessments (see literature review in chapter 3: e.g. ACAS (2008)).

#### Regulations Vs Current Situation:

-according to the Administration Department, the appraisal reports are submitted to the Director General (consistent with the regulations).

### Preparation of the appraisal reports (appraisal committee or team)

#### i) Regulations Vs Literature Review:

-in the case of a two member committee or team (when it is not possible to have a three member team) the assessment or appraisal is decided unanimously unless there is disagreement. In the latter case, the opinion of the HS/H prevails and the IS/H can

record and justify his or her disagreement (see “appraisal procedure” also). This may be an unfair procedure as the opinion of the HS/H may not be reflecting the true performance of the appraisee since the HS/H may not have direct contact or knowledge of the appraisee’s work (see literature review about feedback in chapter 3). On the other hand, the HS/H involvement may be beneficial in case the IS/H is biased towards the appraisee (see literature review about bias in chapter 3: e.g. Beach (1985)). It is positive that the IS/H has the opportunity to record his or her disagreement (even though not compulsory) so that there is evidence of how the appraisal was conducted in case of an appeal or any other process in which the appraisal report is used. It would have been preferable though if the HS/H also justified his or her opinion in light of the disagreement with the IS/H so that someone can use this evidence and see the full picture. According to the literature (e.g. CIPD (2007), D’Netto (2004)), the appraisers must justify their ratings or assessments.

i)Regulations Vs Current Situation:

-see the “three-member appraisal team”

-according to my experience as an appraiser and as an appraisee, when it is not possible to form a three-member team a two-member team is formed (consistent with the regulations). Most of the times the decisions are taken unanimously but sometimes there is disagreement and in the case of disagreement the opinion of the most superior member prevails (consistent with the regulations). The appraiser who disagrees usually justifies his/her disagreement (irrespective of the reasonableness of such justification) (consistent with the regulations). The appraiser whose opinion has prevailed does not justify his or her opinion (consistent with the regulations).

ii)Regulations Vs Literature Review:

-it is positive that the regulations do not permit people who are related to the appraisee to be appointed as members of his or her appraisal team because in that way inherent bias which may exist is avoided. According to the literature (e.g. Cook (1995), Beach (1985), ICMR (2009), ACAS (2008)), bias is very common during appraisals and there should be procedures in place which prevent or minimise it. The regulations also mention that in case a related party is permitted to participate in the appraisal team (because it is practically impossible to do otherwise e. g. the IS/H who must participate in the team happens to be the appraisee’s husband) this fact should be disclosed. It is therefore possible to bring to the attention of those who need to know the fact that there may have been bias during the assessment.

ii)Regulations Vs Current Situation:

-according to the Administration Department, there have been no cases so far where the appraisers were related to the appraisees (e.g. people who are related serve in different departments and so they do not have an appraiser-appraisee relationship) and so there was no need to disallow any appraiser from participating in an appraisal team or allow participation and disclose it (consistent with the regulations in case of no relation; cannot assess the consistency with the regulations in case of relation as there have not been any such cases yet). My experience as an appraiser and as an appraisee confirms that there is no relation between the appraisers and appraisees as I know that I am not related to any of my appraisers or appraisees.

### Appraisal report distribution

i)Regulations Vs Literature Review:

-the appraisal report is also sent to the Director General after 15 working days and not as soon as it is completed (the latter applies to the appraisee). The regulations do not

justify the 15 working days time lag but it is most probably because within this time limit the appraisee could file an appeal and there is a possibility that the appraisal report is amended after the appeal; thus the Director General is provided with the final appraisal report and not with the one which has been superseded (see also comments under the “annual appraisal report” and “6-monthly appraisal report” about the submission of the appraisal reports to the Director General). If an appeal is filed and the appraisal report is amended it is later sent to both the appraisee and the Director General. If an appeal is filed and the appraisal report is not amended the appraisee is notified about it (since he or she has a copy of the first appraisal report) and the first appraisal report is sent to the Director General.

i) Regulations Vs Current Situation:

-according to the Administration Department, the appraisal report is sent to the Director General after 15 working days (consistent with the regulations); the same applies when an appeal is filed and the appraisal report is either amended or not amended (consistent with the regulations). Regarding the distribution of the appraisal report to the appraisee after an appeal, according to my experience as an appraiser and as an appraisee, the appraisal report is sent to the appraisee when it is amended and when it is not amended the appraisee is notified about it (consistent with the regulations).

ii) Regulations Vs Literature Review:

-according to the literature (e.g. Milkovich et al (1991), ACAS (2008)), a performance appraisal system should have an appeal process (e.g. it protects the appraisees and it makes the appraisal system more fair and credible). The regulations have provided for an appeal process whereby the appraisee can submit his or her appeal to the appraisal team either personally or through a lawyer. We see again the lack of interaction and communication (see comments under “negative assessments”) as the system and regulations force both the appraisee and the appraiser to keep their distance and avoid talking to each other. This distance gets even worse with the right of appeal through a lawyer. Of course everybody has the right to use a lawyer and this right exists in any case, whether mentioned in the regulations or not. However, I believe that if it was not mentioned in the regulations people would not think about exercising it so often and would not feel hostile and keep their distance. The appeal is submitted to the appraisal team which conducted the assessment in the first place and the regulations do not provide for the examination of the appeal by other persons (see literature review in chapter 3: e.g. ACAS (2008)) also such as the Director General who could examine the appeal more independently and objectively and less defensively than the appraisal team; this is necessary especially when the appraisal team and the appraisee disagree with each other.

ii) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, the appraisees make use of the appeal process and they submit their appeals to the appraisal team (without the involvement of other persons) (consistent with the regulations). Most of the times, these appeals are filed because the appraisees are not rated as “excellent” in all the criteria or qualities (for promotion purposes). Most of the times, they submit their appeals personally and not through their lawyers (most probably because the legal process is costly and time consuming or because many times the appraisal report is amended favourably after the appeal [for conflict avoidance and promotion purposes]).

Significance of the appraisal reports and appraisers’ responsibilities

i) Regulations Vs Literature Review:

-the regulations indicate that the appraisal report is strictly restricted to the assessment of “the professional value (or merit) of the appraisee”. This “professional value (or merit) assessment” represents only a part of the appraisal report (the criteria or qualities which are assessed-see later the “annual appraisal report”). It is not clear if the regulations mean that the other parts of the appraisal report should be ignored (they should not be ignored because they affect the “professional value (or merit) assessment”) or that the appraisers should not be assessing the appraisees from another perspective (which is a reasonable requirement) e.g. using different criteria or qualities from those mentioned in the appraisal report and fitting them in the ones that are included in the appraisal report. The regulations should be clearer and should specify what is required and what is not.

i) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, the appraisers rarely take into account the other parts of the appraisal report (i.e. the comments made by the appraisee in the first part of the appraisal report) which may be relevant to the assessment of the criteria or qualities (cannot tell if this is consistent with the regulations as it is not clear whether the regulations mean that the other parts of the appraisal report should be ignored). Instead, most of them rush into the criteria or qualities part (“professional value (or merit)”) and they tick the boxes without much thought on what happened in the particular year (the criteria do not mean anything anymore). They usually tick the boxes according to the opinion they have for the personality of the appraisee (which they may have formed from the time that the appraisee was employed and which may be prejudiced) instead of assessing the criteria in relation to the work that the appraisees performed in the particular year. Therefore, most of the times, it is a “copy-paste” exercise from the previous year. This approach is inconsistent with the regulations as the appraisers take into account their own criteria (which may be different from the ones specified in the regulations) in forming their opinion about the appraisees and they fit their criteria and opinion into the specified criteria. In addition, they judge the employee from the personality perspective rather than the performance perspective (see literature review in chapter 3: e.g. ACAS (2008), CMI (2006), CIPD (2007)).

ii) Regulations Vs Literature Review:

-the instructions and guidelines to the appraisers (part of these regulations) with respect to their assessments seem logical, relevant and appropriate and they are also consistent with the literature i.e. try to apply a uniform (consistent) measure (standard) of assessment (see literature review in chapter 3: e.g. ACAS (2008)), not to be influenced from previous years assessments (see literature review about bias in chapter 3), make an effort in conducting an appraisal which reflects the true value of the appraisee (see literature review about feedback and goals in chapter 3), if performance (efficiency, effectiveness, quality) deteriorated because of health problems mention it, if the true performance of the appraisee justifies low ratings conduct an assessment which reflects that as it is in the interest of both the appraisee and the organisation, have in mind that the appraisees have both strengths and weaknesses (see literature review about feedback in chapter 3: e.g. ACAS (2008)) and not just strengths and to reflect this reality in the appraisal reports with clarity and objectivity, prepare the appraisal reports with a sense of responsibility and reflection and add extra and relevant comments if necessary, in the effort of being as fair and impartial as possible make a note of the appraisees’ achievements and deficiencies



during the year (see literature review about feedback in chapter 3) and draw the attention of the appraisees to such deficiencies when they take place (see literature review about feedback in chapter 3: e.g. ACAS (2008)) (see also the “omissions and deficiencies” under the “annual appraisal report” and the “negative assessments”).

ii) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, I believe that the instructions and guidelines to the appraisers which are included in the regulations are not truly applied. For example, there is no uniform measure of assessment that the appraisers are aware or make use of as each appraiser uses his or her personal subjective judgement for assessing the appraisees (see above); of course, someone could argue that the personal subjective judgement can act as a measure of assessment which is used consistently by everybody. Another example is the fact that appraisers are influenced from last year assessments (see above) and they do not make an effort in conducting an appraisal which reflects the true value and performance of the appraisee (see above). The appraisers do not really take into account the performance of the appraisee e.g. even if performance is substandard the appraisee is rated as “excellent” because the appraisers have a good opinion of him or her and they are on good terms with him or her. On some occasions the opposite can happen e.g. the appraisee is rated as “unsatisfactory” even if performance is very good or excellent. Most of the times the appraisees are rated as “excellent” (for promotion purposes and conflict avoidance) and both the appraisees and the appraisers find it normal that the appraisees should have only strengths and not weaknesses despite the fact that they know that this is not so (unrealistic) and that it is mentioned also in the regulations that this is not so. As mentioned above, the appraisers prepare the appraisal report in a matter of minutes without any sense of responsibility since they consider their own personal judgement instead of reflecting on the performance of the appraisees during the year. Therefore, it is not necessary for the appraisers to make a note of the appraisees’ achievements and deficiencies during the year so as to use those notes as an “aide memoire” when preparing the appraisal report or to draw the attention of the appraisees to the deficiencies which take place at the time that they take place so as to help the appraisees improve. My opinion, regarding the inconsistency between what is being practised and the regulations, derives from my experience and it is difficult to prove that such an inconsistency exists e.g. it is difficult to challenge the validity of the appraisers’ assessments (whether the appraisers have been truly fair and impartial, whether an appraisee truly excelled in all the criteria or not, whether the appraisers use a uniform measure of assessment).

iii) Regulations Vs Literature Review:

-according to the regulations, the appraisers should mention in the appraisal report of each appraisee the criteria which may not be applicable due to the nature of the appraisee’s duties. The regulations are once again unclear and do not specify which criteria could be inapplicable and in which cases (which appraisees could they affect e.g. the criterion of managerial capability is assessed for employees with A6 scale and above most probably because lower scale employees do not have the opportunity to manage others-see “annual appraisal report”). The use of the same criteria for all employees or positions is not suitable as different positions involve different tasks and responsibilities and in consequence different criteria. The regulations should be more specific and clear (see literature review about goals in chapter 3) so as to avoid confusion and misinterpretation and enhance fairness and consistency.

iii) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, all the criteria are considered applicable to all the appraisees except the criterion of managerial capability which is assessed for employees with A6 scale and above (this example is also mentioned in the regulations). The use of the same criteria for all employees or positions is not suitable as different positions involve different tasks and responsibilities and in consequence different criteria.

#### General provisions

##### Regulations Vs Literature Review:

-it is positive that the regulations mention that the Director General will be issuing in the future circulars and instructions for guidance purposes with respect to the preparation of the appraisal reports and the application of the current regulations. In this way, a lot of provisions which are not clear could become clearer with the issuance of such guidance circulars and instructions so that the system can function properly. The importance of clarity of the goals and procedures of an appraisal system to both the appraisers and appraisees is emphasised in the literature. The regulations could also mention that the regulations will be reviewed regularly and amended if necessary, a recommended practice according to the literature (e.g. ACAS (2008)) which makes an appraisal system effective by responding to the demands of the circumstances (e.g. the organisation, its employees and its environment) and changing accordingly.

##### Regulations Vs Current Situation:

-see the “three-member appraisal team”

-according to the Administration Department, there have not been so far any circulars or instructions issued by the Director General for guidance purposes. It would have been useful if there were such guidance circulars or instructions so as to clarify the various unclear provisions that exist. According to the Administration Department, the regulations are not being reviewed or changed regularly. The regulations have been drafted and adopted in 1970 and they have been slightly amended (e.g. changing the format of the appraisal reports slightly so as to enhance clarity, e.g. formalising and documenting the procedures so as to enhance consistency) on two occasions after that (in 1990 and in 1999) so as to be consistent with the amendments of the government regulations (the PAS of CTO is almost identical with that of the government and this is the case for some of the other public sector organisations in Cyprus). It would have been useful if reviews and changes were made more regularly so as to eliminate the various deficiencies and loopholes of the regulations that exist or that are created when circumstances change.

#### Content of the 6-monthly appraisal report or form

##### Regulations Vs Literature Review:

-3 point Likert scale: it is generally acceptable to have an odd number so that there is a mid point; however, it would be preferable to have 5 points (see “content of the annual appraisal report”) instead of 3 (the fewer the points the more inadequate measure it becomes for assessing people).

##### Regulations Vs Current Situation:

-as prescribed in the regulations.

#### Content of the annual appraisal report or form

##### i) Regulations Vs Literature Review:

-4 point Likert scale: an even number is not generally acceptable as there is no mid point; therefore, it would be preferable to have 5 points instead of 4 (the fewer the points the more inadequate measure it becomes for assessing people) i.e. “excellent”, “very good”, “satisfactory”, “unsatisfactory”, “poor” (the 5 points could be applied to the 6-monthly appraisal report also).

i)Regulations Vs Current Situation:

-as prescribed in the regulations.

ii)Regulations Vs Literature Review:

-certain criteria (professional development, performance, work interest, sense of responsibility, initiative, cooperation/interpersonal relationships, conduct with business associates, managerial capability for employees with A6 scale and above) are used for assessing “the professional value (or merit) of the appraisee”. According to the literature, the suitability of these criteria should be reviewed regularly and amended if necessary (see literature review about goals in chapter 3: e.g. ACAS (2008)) in light of changing circumstances e.g. other qualities may also be important like innovation etc. (the criteria or qualities were selected many years ago and they may be out of date). In addition, the use of the same criteria for all employees or positions is not suitable as different positions involve different tasks and responsibilities and in consequence different criteria

-it is positive that the criteria are briefly explained in the appraisal report for guiding the appraisers; this is consistent with the literature (e.g. ACAS (2008)).

ii)Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, even though there is a brief description for each criterion, most people see and understand the criteria in their own way (thus having different interpretations and subjective judgements) and many people find them out of date and insufficient or inapplicable to certain employees or positions. It is therefore important that the criteria are reviewed regularly and amended if necessary as well as articulated clearly in the regulations and explained with the use of examples.

iii)Regulations Vs Literature Review:

-according to the literature, the rating or assessment of criteria or qualities (see literature review in chapter 3: e.g. ICMR (2009), ACAS (2008), Bacal (2007), Beach (1985)) has been used in the past by many organisations but nowadays the organisations find that it is more effective to assess the performance of people from the perspective of achieving targets (see literature review about goals in chapter 3).

iii)Regulations Vs Current Situation:

-the rating of criteria is used as prescribed in the regulations even though it may be out of date and even though other methods can be more effective e.g. targets assessment.

## **Feedback**

### The three-member appraisal committee or team

Regulations Vs Literature Review:

-it is positive (and consistent with the literature) that the regulations require the IS/H to take part in the appraisal (one of the members of the three member committee

which prepares the appraisal report) since the IS/H has knowledge of the appraisee's job and tasks (see literature review about feedback in chapter 3).

Regulations Vs Current Situation:

-according to my experience as an appraiser, the IS/H does not always participate in the appraisal team and instead of the IS/H another person superior to the IS/H (1<sup>st</sup> member) participates who may not have direct contact with the appraisee. This is inconsistent with the regulations unless this person participates as the third member of the team in addition to the IS/H and not by substituting the IS/H. In this case, the HS/H (head of the department) should stop participating as the 3<sup>rd</sup> member (maximum 3 appraisers) but that would be inconsistent with the regulations (since the head of the department always participates) even though it makes more sense i.e. the head of the department has less direct contact with the appraisee than the superior of the IS/H or the head of the section

-according to my experience as an appraiser, the HS/H (head of the section) (2<sup>nd</sup> member) participates in the appraisal team and this is consistent with the regulations

-according to my experience as an appraiser, the HS/H (head of the department) (3<sup>rd</sup> member) participates in the appraisal team and this is consistent with the regulations. Sometimes though, instead of the HS/H, the Director General participates (3<sup>rd</sup> member) in the appraisal team especially if there is no HS/H (e.g. the position of the HS/H may be vacant) and this is consistent with the regulations (when it is not possible to form a three-member team the Director General participates in the team)

-according to my experience as an appraiser, the IS/H (who also happens to be the HS/H as the head of the section) (1<sup>st</sup> member) and the HS/H (head of the department) (2<sup>nd</sup> member) participate in a two-member team when it is not possible to have a three-member team. This is consistent with the regulations. Sometimes though, instead of the HS/H, the Director General participates (2<sup>nd</sup> member) in the appraisal team especially if there is no HS/H (e.g. the position of the HS/H may be vacant) and this is consistent with the regulations (when it is not possible to form a two-member team the Director General participates in the team)

-according to my experience as an appraisee, the IS/H (who is also the HS/H) and the Director General participate in the appraisal team. This is consistent with the regulations (when a three or two member team cannot be formed the appraisal team will consist of the IS/H and the Director General).

#### The purpose of the appraisals (through appraisal reports)

i)Regulations Vs Literature Review:

-the objective of determining whether the employees who are on probation can stay permanently with the organisation is an objective set by organisations which employ people on a probation basis as the appraisal is used to safeguard the organisation against unsuitable employees.

i)Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, new employees go through a 2 year probation period and four (6-monthly) appraisal reports are prepared and these are consistent with the regulations. The appraisal reports are not prepared on time (this applies to the annual appraisal reports as well); not even the last appraisal report which is critical since a decision has to be taken (termination, extension or confirmation) before the end of the second year. This is inconsistent with the regulations. Thus, it is very common to see employees continuing their employment without officially permitted to do so and receiving their official confirmation after a considerable delay. This is inconsistent with the regulations. I believe that such an

approach is risky for the organisation because in case the employee is unsuitable and his or her employment needs to be terminated it will be difficult to do so as in a court of law one could argue that there was an implied consent on behalf of the organisation for the employee to continue employment (there was no termination letter and the employee continued to work). According to the Administration Department, there has not been anybody so far who has been found unsuitable for staying permanently in the organisation (employment not terminated). It is not certain whether this means that everybody is in fact suitable (unrealistic) or whether termination in public sector organisations is not an option (not even in cases of probation). The latter would be inconsistent with the regulations. Therefore, the objective of determining who is suitable and who is not (irrespective of the result) is achieved but the objective of the probation which is to safeguard the organisation against unsuitable employees may not be achieved.

ii) Regulations Vs Literature Review:

-the objective of assisting in the development of employees' capabilities is also an important objective which is highly recommended and which many organisations set as the appraisal, when conducted properly, can indicate areas where the employee needs improvement and development (see literature review about feedback in chapter 3).

ii) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, I have not really seen the performance appraisals assisting in the development of employees' capabilities (through training or other means) as the appraisal reports are prepared by the appraisers without suggestions for developmental activities and they are sent to the appraisees after their completion. In addition, no discussion or interview (between the appraisers and the appraisee) precedes the completion of the appraisal report where the appraisers and appraisee could discuss strengths and weaknesses and based on that discussion to decide and agree on certain suitable developmental activities (see literature review about feedback in chapter 3). Therefore, the objective of development is not achieved.

iii) Regulations Vs Literature Review:

-the objective of assisting in the overall management of the organisation is a recommended practice as the results of the appraisal aid in the human resources planning and management e.g. matching the right tasks with the right people, utilising employees' potential etc. (see literature review in chapter 3: e.g. Bruns (1992), Hunt (2004), Fletcher (2007/2001)).

iii) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, I have not really seen the performance appraisals assisting in the overall management (incl. human resources management) of the organisation. For example, the appraisals are not used for purposes of development (see above) or utilisation of potential so that this part of the objective is not achieved. However, in terms of matching the right people with the right tasks and career progression, the appraisals may be achieving that through the promotions e.g. a person is promoted to a higher level position for taking over new tasks that he or she is capable of performing so that the right person is matched with the right tasks. Of course, there is also the opposite side of the coin where the wrong employees are promoted so that the right people are not matched with the right tasks.

### 6-monthly appraisal reports for employees who are on probation

#### i) Regulations Vs Literature Review:

-the probation period is 2 years and during this time 4 appraisal reports are prepared (each appraisal report covers a 6 month period). During the review of the literature I could not find much about probation (too specialised and narrow) but I find the period of the probation and the frequency of the appraisal reports sufficient because an appraiser has sufficient time to determine whether an employee is suitable to continue employment or not. The employee has also sufficient time and the opportunity to demonstrate his or her capabilities as well as the opportunity to improve if that was indicated by the appraiser in the 6-monthly appraisal reports.

#### i) Regulations Vs Current Situation:

-see “the purpose of the appraisals-probation”.

#### ii) Regulations Vs Literature Review:

-the regulations mention that at the end of the 2 years the probation could be extended instead of making the appointment permanent or terminating it. Even though I believe (as explained above) that the 2 years is a sufficient period for both the appraiser and the appraisee, I believe that there is nothing wrong in extending this period for a reasonable time in case it is necessary e.g. illness of the appraisee. In this respect, the regulations have to be clearer by specifying the circumstances under which an extension is possible as well as the length of this extension.

#### ii) Regulations Vs Current Situation:

-see “the purpose of the appraisals-probation”. According to the Administration Department, there has not been anybody so far whose probation period has been extended. This may mean that there were truly no cases which needed an extension (the fact that such an extension procedure has not been used for so many years raises a question mark as to the necessity of such a procedure; therefore, the regulations should be reviewed regularly and amendments should be made if necessary) or that there were such cases but in public sector organisations the extension option is not exercised. The latter would be inconsistent with the regulations and if the extension could help in safeguarding the organisation against unsuitable employees then this objective is not achieved since the extension is not exercised.

### Annual appraisal reports

#### i) Regulations Vs Literature Review:

-according to the regulations, the appraisal reports which relate to the previous calendar year are submitted to the Director General between 1 January and 31 March every year. The three month period or deadline is most probably provided so that the appraisers can have some time to prepare the appraisal reports. According to the literature (see literature review about feedback in chapter 3), the duration and frequency of the appraisal reports (preparation, submission, delivery, etc.) or appraisals (formal or informal) depend on the situation but it is recommended that a formal appraisal is carried out once a year or twice a year and an informal appraisal or assessment is carried out on a continuous basis (see literature review in chapter 3: e.g. Heskett (2006), CMI (2006), ACAS (2008), Allen (2003), Nykodym (1996)). With this respect, CTO is complying with the formal part only and not the informal. Apart from the preparation of an appraisal report, the formal part involves the conduct of an interview (see literature review in chapter 3: e.g. ACAS (2008), Kelly et al (2008), D’Netto (2004), CIPD (2007), CMI (2006), Heskett (2006), Thompson et al (1999)) or discussion between the appraiser and the appraisee (which can be of long duration

since it usually covers a whole year or 6 months); this is not prescribed by the regulations. The informal part involves mainly informal discussions (which could be daily and therefore of short duration) between the appraiser and the appraisee; this is not prescribed by the regulations.

i) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, the appraisal reports are not submitted to the Director General between 1 January and 31 March as the appraisal reports are usually prepared after that period ( inconsistent with the regulations). A delay in anything is not usually something positive and in this case it is not either as it indicates to the appraisees that the organisation is not taking the appraisals seriously (see literature review about feedback in chapter 3). If it does not matter when they are prepared then both the appraisers and the appraisees automatically assume that it is not something significant that they should be paying attention to. Eventually, the appraisal reports are prepared because the regulations are there and they have to be followed i.e. they are prepared only for formality purposes. The only time that the timing of the preparation of the appraisal reports matters is when promotions are imminent and the management and/or the appraisers rush to prepare the appraisal reports of the appraisees who are eligible for promotion (due to seniority) so that they are taken into account by the Board of Directors for deciding who will be promoted. As the appraisal reports are taken into account for promotion purposes, the appraisees expect to be rated as “excellent” in all the criteria or qualities so that they can compete with the rest of the candidates and have a better chance of being promoted. In case they are not rated as “excellent” in all the criteria or qualities, they will file an appeal and most of the times their ratings are amended and they are rated as “excellent”. This approach creates a phenomenon where most appraisees are rated as “excellent”; an unrealistic situation because it is impossible for almost everyone to be excellent and also because it is very difficult for anyone of us to be without fault in all aspects. There are some times however that some appraisees are not rated as “excellent” not because that is the case but because the management and/or the appraisers feel that it is not time for these appraisees to be promoted yet (therefore disadvantaged against other appraisees who are eligible for promotion) thus manipulating the ratings for promotion purposes. According to the literature, it is common to be lenient when the ratings are used for pay or promotion and strict when they are used for feedback and developmental purposes (see literature review in chapter 3: e.g. Beach (1985), Milkovich et al (1991)); that is why it is recommended to keep the appraisals for performance and pay separately (see literature review in chapter 3: e.g. ACAS (2008), Milkovich et al (1991), Furtwengler (2000)).

ii) Regulations Vs Literature Review:

-according to the regulations, the appraisal is not applicable to the Director General; this is inconsistent with the literature (e.g. ACAS (2008)). Everybody, even chief executives, needs to be assessed and be accountable for his or her actions and performance e.g. the Director General could be assessed by the Board of the Directors.

ii) Regulations Vs Current Situation:

-according to the Administration Department, an appraisal report is not prepared for the Director General (consistent with the regulations).

Preparation of the appraisal reports (appraisal committee or team)

i) Regulations Vs Literature Review:

-the committee or team of appraisers consists of three members (odd instead of even) so that the assessment or appraisal can be decided by majority vote. The member who is hierarchically the most superior presides the appraisal team (see “appraisal procedure”).

i) Regulations Vs Current Situation:

-see “three-member appraisal team”. According to my experience as an appraiser, the appraisal team is a three-member team, the most hierarchically superior member presides the team and the decisions are taken by majority vote (even though most of the times all three members agree with the assessments which are conducted; an unrealistic situation for everybody to agree on everything. One possible cause of such a phenomenon may be the preference for conflict avoidance among the appraisers). Therefore, these are consistent with the regulations.

ii) Regulations Vs Literature Review:

-according to the regulations, if a two-member team is not possible through the HS/H (i.e. the IS/H is also the HS/H) then the place of the HS/H is taken by the Director General so that a two-member team can be formed. It is not clear however whether the same rules as above (the two-member team above) apply to this case also.

ii) Regulations Vs Current Situation:

-see “three-member appraisal team”. According to my experience as an appraisee, when a two-member team is not possible through the HS/H (IS/H is the same as the HS/H), the Director General takes the place of the HS/H (consistent with the regulations). The same rules (regarding disagreement) as in the two-member team above are also followed in this case even though it is not clearly specified in the regulations (one would logically expect that that was the case).

iii) Regulations Vs Literature Review:

-there is also the case of the one-member team which consists of the Director General who appraises the department heads. In this case, there is only one appraiser which even though it is more consistent with the literature it is inconsistent with the “appraisal team” principle of these regulations.

iii) Regulations Vs Current Situation:

-according to the Administration Department, the Director General (one-member team) is the only person who appraises the department heads (consistent with the regulations).

iv) Regulations Vs Literature Review:

-the fact that the Director General appoints the members of the teams every year and not later than the 31<sup>st</sup> December means that they could be appointed in the middle of the year or towards the end of the year instead of the beginning of the year. According to the literature (see literature review about feedback and goals in chapter 3), the appraiser needs to know in advance the persons that he or she will be appraising so that he or she can monitor their work during the year and thus be in a position to assess them. The appraisee also needs to know in advance the person he or she will be officially reporting to so that he or she can communicate with that person on work issues and problems and ask for help and guidance. The regulations are not clear as to whether the Director General appoints the members of the teams by himself/herself or in consultation with the department heads; one should expect that consultation is involved as the department heads are in more direct contact with the appraisees and



appraisers of their department and they are aware of their department's staffing situation at all times.

iv) Regulations Vs Current Situation:

-according to the Administration Department, there are times that the Director General appoints the appraisal teams by himself/herself and other times in consultation with the department heads (consistent with the regulations in both cases as the regulations are unclear). According to my experience as an appraiser and as an appraisee, there are many times that the appraisal teams are not appointed before the end of the year (31<sup>st</sup> December) and instead some time after that because they are usually appointed at the time that the appraisal reports are prepared (the appraisal reports as explained above are usually late in being prepared and even if they were prepared on time e.g. January-March, there would still be a delay because it is after the 31<sup>st</sup> December). This is inconsistent with the regulations.

#### Appraisal procedure

i) Regulations Vs Literature Review:

-appraisal forms or reports: see later.

i) Regulations Vs Current Situation:

-appraisal forms or reports: see later.

ii) Regulations Vs Literature Review:

-in the case of an appraisee who is transferred to another department during the year, the regulations prescribe that the IS/H prepares an appraisal report (for the time that the appraisee served in the department of the IS/H) and submits it to the head of the department to which the appraisee is being transferred so as to be taken into account. Therefore, the regulations ensure that all performance is taken into account and assessed (according to the literature) except the case that the IS/H supervised the appraisee for less than 2 months (6-monthly appraisal reports) or less than 3 months (annual appraisal reports). As such, the regulations do not provide for the case when the IS/H supervised the appraisee for less than 3 months e.g. if an appraisee spent only 2 ½ months in a department then the performance of that appraisee for those months will not be appraised even if that performance is critical. Another example would be if an appraisee spent 7 months in a department but he or she carried out three different types of tasks which were supervised by three different IS/H (2 ½ months, 2 ½ months, 2 months) then the performance of that appraisee for those months will not be appraised even if it lasted for 7 months and it is critical. (the latter example does not happen very often as an appraisee is assigned to work in a specific section with a specific supervisor) (the latter example can happen even in the cases of no transfer). The HS/H is not involved in any way and this is inconsistent with the other parts of the regulations i.e. "the appraisal team" principle.

ii) Regulations Vs Current Situation:

-according to my experience as an appraisee, this is not applicable because I can never be transferred to another department due to my position (Chief Accountant).

According to my experience as an appraiser and according to the Administration Department, the regulations are applied as prescribed i.e. according to the timings prescribed in the regulations, an appraisal report is prepared by the IS/H when an appraisee is transferred to another department during the year so that it is submitted to the head of the new department.

iii) Regulations Vs Literature Review:

-the regulations prescribe a similar procedure as above when the IS/H resigns, retires or is transferred to another department i.e. to prepare an appraisal report and submit it to his or her replacement, the head of the department or the Director General so as to be taken into account (same comments as above).

iii)Regulations Vs Current Situation:

-according to the Administration Department and my experience as an appraiser and as an appraisee, when the IS/H resigns, retires or is transferred to another department, he or she prepares an appraisal report (according to the timings prescribed in the regulations) and submits it to his or her replacement, the head of the department or the Director General (consistent with the regulations).

iv)Regulations Vs Literature Review:

-another principle of these regulations is that the appraisers should always be hierarchically more superior than the appraisees. Such a principle is practised in many organisations according to the literature but nowadays a lot of organisations practise other approaches as well such as peer evaluation or 360 degree feedback (see literature review about the 360 degree feedback in chapter 3).

iv)Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, the appraisers are always hierarchically more superior than the appraisees (consistent with the regulations).

Negative appraisals or assessments (see also comments about “omissions and deficiencies” under the “annual appraisal report”)

Regulations Vs Literature Review:

-it is only fair that the appraisee is informed and given the opportunity to express himself or herself by submitting his or her representations or appeal before the appraisers finalise their assessment which was intended to be “negative” (rated as “not satisfactory” in any of the criteria or qualities included in the appraisal report). In this way, interaction or communication takes place (even though it is indirect) between the appraisee and the appraiser before an assessment is conducted, an important element according to the literature which should be exercised directly and on a continuous basis and not only for “negative” assessments but for all assessments (see literature review about feedback in chapter 3). In this case, the indirect communication which takes place may confirm the deterioration in the performance of the appraisee as the appraisee may admit to it but it may also show (through the appraisee’s representations) that it is not his or her fault e.g. unrealistic deadlines, new tasks without guidance, insufficient resources etc.. Therefore, the appraisers would have to reconsider their assessment more carefully by taking into account the factors which the appraisee cannot control (see literature review about goals in chapter 3). Instead of affixing blame to the appraisee for such uncontrollable factors the appraisers should, according to the literature, find ways to eliminate or prevent such obstacles so as to enable the appraisee to perform effectively (see literature review in chapter 3: e.g. Bacal (2007)).

Regulations Vs Current Situation:

-according to my experience as an appraisee, there were times when the regulations were not been applied as prescribed and the appraisee was not informed about the intention of a “negative” assessment before the finalisation of the assessment and as such the appraisee was not given the opportunity to submit her representations (it is also noted that the appraisee was never informed in the past about any “omissions or

deficiencies” that may have taken place). There were also times when the regulations were partly applied as prescribed i.e. the appraisee was informed about the intention of a “negative” assessment (only because the appraisee has made a written complaint about the fact that the previous times the regulations were not applied) by only one member of the appraisal team (inconsistent with the regulations) who just mentioned to the appraisee that a “negative” assessment would be conducted for sure (it was not an intention but a determination and therefore inconsistent with the regulations); moreover, the appraiser was not willing to listen to the appraisee’s representations which could have shown that the appraiser’s assessment was biased and unrealistic (inconsistent with the regulations). According to my experience as an appraiser, there have not been any occasions when an appraisee received a “negative” assessment; there were not any intentions for a “negative” assessment either (an unrealistic situation as all of us have weaknesses; see comments under other sections about conflict avoidance [in this case between the appraiser and the appraisee] and promotions). As such, there have not been any times that the regulations were not complied. According to the Administration Department, it is very rare for appraisees to receive a “negative” assessment or the appraisees to be informed about an intention for a “negative” assessment and the appraisees to submit their representations (e.g. for not informed in the past about “omissions or deficiencies”) and following that the appraisers to reconsider their intention.

#### Appraisal report distribution

Regulations Vs Literature Review:

-the fact that a copy of the appraisal report is only sent to the appraisee as soon as it is completed (at least it is not after days or weeks) leaves the appraisee out of the appraisal process so that he or she does not have the opportunity to participate in his or her appraisal or interact with his or her appraiser (see literature review about participation, feedback and goals in chapter 3) regarding the assessment of his or her performance (except the stage where he or she completes the first part of the appraisal report). According to the literature (see literature review about feedback in chapter 3: e.g. Bacal (2007)), the appraiser and appraisee work as a team and communicate with each other throughout the year. They set goals together and they assess the achievement of those goals together (see literature review about participation and goals in chapter 3). During the annual or semi-annual formal assessment an interview or discussion takes place between the appraisee and the appraiser regarding the assessment of the appraisee’s performance and the agreement of future targets and development plans (see literature review about feedback and goals in chapter 3). It is not common (because it is ineffective and damaging) for the appraiser(s) to complete the appraisal report by himself or herself without talking about it with the appraisee and to just send a copy of the completed appraisal report to the appraisee later.

Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, a copy of the appraisal report is always sent to the appraisee (an interview or discussion does not take place) and, according to the Administration Department, as soon as it is completed (consistent with the regulations).

#### Review of the appraisal report files

Regulations Vs Literature Review:

-according to the regulations, the lawyer who represents an appraisee (the case of the appraisee who files a court case against the organisation regarding the promotion of

other appraisees instead of the appraisee) can review the appraisal report file of the appraisee he or she represents as well as the appraisal report files of the appraisees who have been promoted. According to the literature (e.g. Falcone and Sachs (2007), ACAS (2008)), a lot of organisations are being sued for various reasons such as unfair dismissals, promotions etc. and the lawyers, in their effort to win their case, collect information such as performance appraisal reports which are used in court to prove the guilt of an organisation; therefore, it is important that care and attention is exercised with the conduct of appraisals and the completion of the appraisal reports so as to avoid mistakes and be protected even from innocent, careless and unnecessary mistakes.

Regulations Vs Current Situation:

-according to the Administration Department, a lot of court cases are being filed against the organisation regarding the promotion of appraisees. The appraisal report files are being reviewed by the lawyers who represent the appraisees so as to confirm the ratings or assessments that have been conducted and how they have been taken into account during the promotion decisions (consistent with the regulations). There have not been any times when the appraisal reports were found to be deficient in any way (bearing in mind the loopholes and deficiencies of the regulations which make it difficult to argue that the assessments have been conducted unfairly etc.). The lawyers' arguments are most of the times based on the overall promotion decision i.e. how a particular appraisee is considered more suitable for a promotion than another appraisee taking into account and comparing the appraisal reports or assessments, the seniority and the qualifications of the appraisees. There have been a few isolated cases when the ratings in the appraisal reports were inconsistent with those which were used for basing the promotion decision (unintentional mistakes) and the latter were corrected so as to agree with the ratings in the appraisal reports (the appraisal report ratings were not challenged).

#### Content of the 6-monthly appraisal report or form

Regulations Vs Literature Review:

-see the "annual appraisal report" apart from the following differences: the qualities or criteria used in this appraisal report do not include the criteria of "professional development" and "managerial capability" which are included in the annual appraisal report (see "appraisers' responsibilities" also), the appraisers decide on whether the appraisee continues employment or not (see the "6-monthly appraisal reports" earlier) instead of whether the appraisee is entitled to a promotion or not which is included in the annual appraisal report, the part in the annual appraisal report which asks the appraisee to mention further details is not included in this appraisal report, the part in the annual appraisal report which asks the IS/H to mention further details and comments is not included in this appraisal report. Therefore, the benefits which could derive from the last two points or differences (see the "annual appraisal report") through the details and comments provided by the appraisee and the appraiser do not materialise in this case (see literature review about feedback in chapter 3).

Regulations Vs Current Situation:

-see the "annual appraisal report".

#### Content of the annual appraisal report or form

i) Regulations Vs Literature Review:

-it is positive that the part which is completed by the appraisee asks the appraisee to mention further details such as the following: problems or obstacles which were

encountered in the performance of tasks, the preference for other tasks, the opportunities for using experience, knowledge and skills and the additional qualifications which have been acquired. In this way the appraisers are made aware of such issues so as to take action accordingly, an essential requirement which according to the literature should be done on a continuing basis and not only through the formal annual appraisal (see literature review about feedback in chapter 3).

i) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, the appraisees usually complete the parts which ask the appraisees to mention other details (problems, obstacles, preferences, opportunities, qualifications) (consistent with the regulations) but it seems that most of them do that for the sake of doing it as they do not elaborate or they are not specific. It is not certain what the reason is for such an attitude but it is most likely that they do not want to waste their time writing about things that nobody will pay attention to. It is the general attitude that most people (appraisers and appraisees) have towards performance appraisals i.e. they do not consider them as important (see earlier about delays) except the case of promotions (see earlier about promotions) and as such they do not use them for any other purpose e.g. to talk about problems and find solutions. Thus, the benefits that could accrue if the appraisals were used for other purposes except the promotions do not materialise e.g. the appraiser is not made aware of the problems that the appraisee is facing so that the appraiser does not take corrective action and the appraisee's performance deteriorates.

ii) Regulations Vs Literature Review:

-it is also positive that the part which is completed by the IS/H asks the IS/H to mention details such as the following: comments regarding the information provided by the appraisee, omissions or deficiencies in relation to the conduct of the appraisee's duties and which might affect the appraisal negatively, whether the appraisee has been informed about omissions and deficiencies and whether the appraisee's tasks are those mentioned in his or her job description. In this way the appraiser has the opportunity to mention (thus having evidence) the action he or she might have taken regarding the information provided by the appraisee and also to mention any omissions or deficiencies which need to be brought to the attention of the appraisee so that the appraisee takes action accordingly. With this respect, it is important that there is evidence in the appraisal report that the appraiser informed the appraisee about such omissions or deficiencies and the appraisee is not taken by surprise by such issues at the end of the year, an essential requirement which according to the literature should be done at the time that the deficiencies or omissions take place (see also "appraisers' responsibilities" where that is required from the appraisers) (see literature review about feedback in chapter 3: e.g. ACAS (2008), Heskett (2006)). The appraiser however should indicate to the appraisee how to eliminate such omissions or deficiencies, an essential requirement which according to the literature should be done on a continuing basis and not only through the formal annual assessment (see literature review about feedback in chapter 3). According to the literature (e.g. ACAS (2008)), the consistency of the appraisee's tasks with the job description is considered as significant. There is inconsistency with the rest of the regulations and the appraisal report as this part is completed only by the IS/H (direct knowledge and contact) whereas the part for the assessment of the criteria or qualities is decided and completed by all the appraisers ("appraisal team" principle).

ii) Regulations Vs Current Situation:

-according to my experience as an appraiser and as an appraisee, the appraiser (the IS/H) has a similar attitude as the appraisees above regarding the parts which need to be completed by him or her and presumably for the same reason as mentioned above and with the same consequences as above. The parts (comments on information provided by the appraisee, omissions and deficiencies, consistency with the job description) are completed (consistent with the regulations) but with minimum detail and many times the only words that appear are “yes” or “no”. Probably the only time that some comments are made is when there are “negative assessments” (see “negative assessments”) and the appraiser needs to show (according to the regulations) that the appraisee was informed about omissions and deficiencies (see “omissions and deficiencies”) at the time that they took place. The appraisee may never have been informed about such omissions or deficiencies (taken by surprise) and it is up to him or her to file an appeal about it. The comments about omissions and deficiencies are usually made to support the appraiser’s opinion (for a “negative assessment”) but they do not indicate how those omissions or deficiencies can be eliminated so that the appraisal reports end up in being prepared only for formality purposes instead of using them to help the appraisees improve their performance. The comment about omissions and deficiencies is not usually made when there are no “negative assessments” even if there are such omissions and deficiencies and even if they have been brought to the attention of the appraisee at the time that they took place (see earlier about personal subjective opinion, “excellent” ratings, promotion and conflict avoidance) (inconsistent with the regulations). Regarding the consistency of the tasks with the job description, according to my experience as an appraiser and as an appraisee, it is never mentioned by the appraiser that the tasks are inconsistent with the job description even if an inconsistency may exist (inconsistent with the regulations). Possible reasons for such an attitude could be the following: the appraiser does not want to show that he or she is delegating to the appraisee the wrong tasks (intentionally or unintentionally), the appraisers and appraisees are indifferent about appraisals (not considered as important and not wasting time on them as nobody pays attention to them). It would have been useful to indicate the inconsistencies with the job description and the reasons behind them e.g. temporary inconsistency so as to substitute other employees who are away, the job description may be out of date and needs to be amended.

### iii) Regulations Vs Literature Review:

-it is positive that the appraisers are requested to justify the “negative assessments” that they conduct. According to the literature (e.g. CIPD (2007), D’Netto (2004)), the appraisers should justify all their ratings whether favourable or unfavourable and as such they should justify all their assessments and not just the “negative” ones.

### iii) Regulations Vs Current Situation:

-according to my experience as an appraisee, the appraisers justify the “negative” assessments that they conduct (consistent with the regulations) but very briefly and vaguely (see earlier) and without any corroboration simply because a subjective view is expressed which is not consistent with the reality. According to my experience as an appraiser, the appraisees do not receive “negative” assessments and as such there have not been any cases of non-compliance with the regulations. According to the Administration Department, it is very rare for appraisees to receive a “negative” assessment but for those few isolated cases they are justified (consistent with the regulations) but very briefly and vaguely. According to my experience as an appraiser

and as an appraisee, the assessments (except the “negative” ones) are not justified (consistent with the regulations).

iv) Regulations Vs Literature Review:

-it is positive that the appraisers are requested to justify their decision of finding the appraisee unsuitable for promotion. Even though the justification of promotion decisions is not emphasised in the literature (there is an emphasis on the justification of all the ratings whether favourable or unfavourable-see above), the appraisers should also justify their decision of finding the appraisee suitable for promotion for purposes of consistency and transparency.

iv) Regulations Vs Current Situation:

-see comments under “Using the Performance Under the PAS for Determining the Performance Related Rewards Under the Reward System”.

v) Regulations Vs Literature Review:

-3-member team and majority vote and justifying disagreement: see “appraisal team” and “preparation of the appraisal reports”.

v) Regulations Vs Current Situation:

-see “appraisal team” and “preparation of the appraisal reports”.

## **Participation**

See comments under “Goals” and “Feedback”.

## **Using the Performance Under the PAS for Determining the Performance Related Rewards Under the Reward System**

The purpose of the appraisals (through appraisal reports)

Regulations Vs Literature Review:

-the objective of determining whether the employees are entitled to a promotion is an objective set by many organisations as the appraisal can be considered to be a fair and reliable process on which the promotion (a form of recognition) decision is based (see literature review about fairness and rewards in chapter 3: e.g. Milkovich et al (1991)).

Regulations Vs Current Situation:

-according to my experience as an appraiser, the appraisal reports are used for determining promotions and this is consistent with the regulations as well as the regulations of the reward system. There are also other factors which are taken into account for promotion purposes and these are the seniority and the academic qualifications. I will not elaborate on the details of these two factors as my project is not examining the procedures for promotions under the reward system. The Director General submits to the Board of Directors his/her opinion and suggestion as to who is the most suitable person for promotion (taking into account the three factors above) and the Board of Directors takes that into account before taking a decision. There is no mechanism for weighting the three factors in terms of importance and with this respect both the Director General and the Board of Directors exercise their judgement and discretion accordingly. Whether this approach is fair or reliable is another matter.

Content of the annual appraisal report or form

#### Regulations Vs Literature Review:

-the promotion decision is based on the assessment for the criteria or qualities which is a reasonable thing to do as it is based on performance (see literature review about rewards in chapter 3).

#### Regulations Vs Current Situation:

-according to my experience as an appraiser, the assessments or ratings for the criteria are taken into account for promotion purposes (consistent with the regulations as well as the regulations of the reward system)

-according to my experience as an appraisee, the promotion is not applicable as my position (Chief Accountant) is the highest among the accountants in the organisation. According to my experience as an appraiser, when the appraisees are eligible for promotion they are always found suitable for promotion even though this is an unrealistic situation (a reason could be the preference for conflict avoidance) and there is no appraiser justification about such an opinion (consistent with the regulations). Of course, it is the Board of the Directors who decides who will eventually be promoted after taking into account the factors of seniority and qualifications as well. According to the Administration Department, there have not been any cases when an appraisee was not found suitable for a promotion and as such there was not an appraiser justification about it (consistent with the regulations).

Note: Regarding the information which was collected from the Administration Department, I have explained to the Ex-Director General what information I needed from the Administration Department for my research project and why. I have obtained the Ex-Director General's permission to proceed and the officers who would provide the information have been authorised by the Ex-Director General to do so. I met with the two officers from the Administration Department who deal with the administration of appraisals and I have explained to them that I was doing a doctoral project on the PAS of CTO and that I needed certain information for my research. I explained to them what kind of information I needed and I indicated that the information to be provided to me should not refer to any names (apart from the names mentioned below) not only because they were not necessary but also because of confidentiality. They noted down the information that was requested and promised to give me a response as soon as possible. I met again with them (it took some time for them to get back to me as they were very busy with work and they also had to spend some time in finding the information that was requested) and they provided me with all the information that was requested. The information was provided orally and I was taking notes. After typing out my notes, I verified with the two officers that what I wrote was actually what was mentioned during our meeting.

Note: The administrative officers who were dealing with the administration of appraisals and have provided me with information in relation to the regulations (see above) were replaced by other administrative officers. The only information that I have obtained from the latter administrative officers for purposes of the interviews was the names of the appraisers who were appointed to conduct appraisals for the years of 2009 and 2010. The names of the appraisers who were appointed to conduct appraisals for the year of 2008 were obtained from the previous administrative officers. The latter administrative officers have also provided me with a list of the names of all the employees of CTO (inc. the position title and department) for the years of 2010 and 2011 (2010: time of conducting the interviews, 2011: time of



distributing the questionnaire) for purposes of the interviews and the questionnaire. A list of the names of all the employees of CTO (inc. the position title and department) for part of the year of 2010 (2010: time of conducting the interviews) was provided to me by the previous administrative officers for purposes of the interviews (inc. the preliminary interviews). The disclosure of the names of the appraisers and the employees did not breach any duty of confidentiality as this information was available to all the employees. In all my communications with the administrative officers, I was mentioning that the requested information was needed for my project and I was also explaining how the information would be used.

Note: In May 2010 an Acting Director General was appointed following the termination of the Ex-Director General's employment contract. In April 2012 the Acting Director General's appointment was terminated and in the same month a new Acting Director General was appointed. A new Director General was appointed in July 2012 and the Acting Director General's appointment was terminated. In March 2015 the employment contract of the Director General was terminated and in the same month an Acting Director General was appointed.

Guidelines for the rating scale which is used to rate each criterion

The above guidelines were circulated to the appraisers recently (December 2010). Even though they were circulated after a considerable delay, they can still be helpful to the appraisers since they provide extra information which was not available before. This extra information (the use of the rating scale) clearly shows that there is a difference between each point of the rating scale but such information is not new as the appraisers are already aware of this difference. However, this extra information is new in terms of clarifying to a certain extent the meaning of each criterion. This clarification however is not enough and the guidelines need to be elaborated further so as to become more sufficient and clear (e.g. explanations which refer to practical examples). According to the literature, the training for the competences/criteria and the rating scale is necessary for purposes of minimising vagueness and enhancing clarity. In addition, the training can also bring about consistency of application among the appraisers.

**COVERING LETTER FOR THE INTERVIEWS WITH THE APPRAISERS  
(ENGLISH)**

Dear .....

Research Project on Performance Appraisals

Research Participation

With this letter, I wish to inform you that I am conducting a research project in pursuance of my doctoral programme with Middlesex University. The title of my research project is the following: Effective Performance Appraisal Systems in the Public Sector: The Case of the Cyprus Tourism Organisation (CTO). Through the project, I will assess the effectiveness of the current performance appraisal system of CTO in relation to the enhancement of individual and organisational performance. Based on this assessment, I will produce suitable guidelines and recommendations for changing the current system for everyone's benefit. The guidelines and recommendations will be presented to the Management, the Trade Unions and the Board of Directors of CTO who will eventually decide if the specific guidelines and recommendations will be implemented.

In pursuance of my project, I will obtain the opinion of the employees and Trade Unions of CTO regarding the effectiveness of the current performance appraisal system on which my findings and recommendations will be based. With this respect, you have been selected to participate in this research which deals with a subject for which little research has been conducted so far in Cyprus. The success of the research and the collection of accurate data depend on the information that you will provide. You are therefore kindly asked to cooperate.

Your participation will be effected by means of an interview which I will be conducting with you and at which you are expected to give your opinion as explained above from the perspective of the appraiser. In order to aid our discussion during the interview, I am attaching a list of questions (checklist) for your review so that you can reflect on the subject before we meet. I am also attaching a consent form which you need to sign and which I will be collecting from you when we meet. Please note that there may be a follow up interview at a later date for which you will be informed accordingly.

I would like to reassure you that confidentiality is of utmost importance and with this respect I am taking all the necessary steps (e.g. safe keeping of all documents and material, conducting the interviews on an one-to-one basis) so that the data protection legislation and your confidential and ethical rights are respected and protected and our discussion remains confidential. My role as a researcher does not make me more important, does not give me more power or authority and does not allow me to have unrestricted access to information or to use information negligently and for other purposes e.g. nothing of what you will say can or will be used for work purposes. The information that you will provide will be analysed and included in my project report

as part of my research findings only collectively and for academic purposes so that your identity is not revealed; besides, an individual's name is irrelevant and of no value to the research. The rest of the demographic information that you will provide will be used only for statistical purposes so as to enhance my analysis and conclusions and in case such information reveals your identity your permission will be asked before it is disclosed in my report. I will also provide you with feedback of our discussion (i.e. you will be asked to confirm that what I wrote is indeed what we talked about and what you meant) so as to avoid any inaccuracy and misinterpretation on my behalf. You also have the right to request that certain data you provided are not included. My university advisor, my consultant and the examiner are the only persons who will be reviewing my project report for academic purposes before its completion. When I complete my research I will be placing a copy of my report at the library of the University as well as the CTO library (provided permission is granted by the Management) so that you and the rest of the employees can study it whenever you wish.

I would also like to inform you that your participation is not compulsory and you have every right to refuse to take part from the very beginning or later on to withdraw if you are half way in giving information or to refuse to answer specific questions. If you choose not to participate, you are not obliged to explain why and such an action will not result in any harm or prejudice with respect to your position or treatment.

I will be calling you very shortly so as to let me know when and where you would like us to meet. Kindly note that the interview will take about one hour and a quarter.

Please do not hesitate to contact me should you have any questions.

I would like to thank you in advance for your valuable contribution.

Yours sincerely  
Christina Xenopoulou

**COVERING LETTER FOR THE INTERVIEWS WITH THE APPRAISERS  
(GREEK)**

Αγαπητέ/ή .....

Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

Συμμετοχή σε Έρευνα

Με την παρούσα επιστολή, επιθυμώ να σας ενημερώσω ότι διεξάγω μία ερευνητική μελέτη στα πλαίσια του διδακτορικού μου με το Πανεπιστήμιο του Middlesex. Η ερευνητική μου μελέτη τιτλοφορείται “Αποτελεσματικά Συστήματα Αξιολόγησης Προσωπικού στο Δημόσιο Τομέα: Η Περίπτωση του Κυπριακού Οργανισμού Τουρισμού (Κ.Ο.Τ.)”. Μέσω της ερευνητικής μελέτης, θα αξιολογήσω την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού του Κ.Ο.Τ. σε σχέση με τη βελτίωση της προσωπικής απόδοσης και της απόδοσης του Οργανισμού. Με βάση αυτή την αξιολόγηση, θα ετοιμάσω κατάλληλες κατευθυντήριες γραμμές και προτάσεις για να αναθεωρηθεί το υφιστάμενο σύστημα, προς όφελος όλων των εμπλεκόμενων μερών. Οι κατευθυντήριες γραμμές και προτάσεις θα παρουσιαστούν στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ. οι οποίοι θα αποφασίσουν τελικά εάν οι εν λόγω κατευθυντήριες γραμμές και προτάσεις θα υιοθετηθούν.

Στα πλαίσια της ερευνητικής μου μελέτης, θα ζητήσω τις απόψεις των υπαλλήλων και των Συντεχνιών του Κ.Ο.Τ. αναφορικά με την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού πάνω στις οποίες θα βασιστούν τα ευρήματα και οι προτάσεις μου. Για το σκοπό αυτό, έχετε επιλεγεί για να συμμετάσχετε σε αυτή την ερευνητική μελέτη που εξετάζει ένα θέμα για το οποίο δεν έχει γίνει σημαντική έρευνα μέχρι σήμερα στην Κύπρο. Η επιτυχία της έρευνας και η συλλογή αξιόπιστων δεδομένων εξαρτώνται από τις πληροφορίες που θα δώσετε. Ως εκ τούτου, παρακαλείστε θερμά όπως συνεργαστείτε.

Η συμμετοχή σας θα πραγματοποιηθεί μέσω μίας προσωπικής συνέντευξης την οποία θα διεξαγάω μαζί σας και κατά την οποία θα κληθείτε να εκφράσετε την άποψη σας, όπως αναφέρθηκε πιο πάνω, από τη σκοπιά του αξιολογητή. Για μια πιο επικοινωνιακή συζήτηση κατά τη διάρκεια της συνέντευξης, σας επισυνάπτω ένα κατάλογο ερωτήσεων για να σας δοθεί ο χρόνος να μελετήσετε το θέμα και να προετοιμαστείτε πριν από τη συνέντευξη. Επισυνάπτω επίσης ένα έντυπο συγκατάθεσης το οποίο θα χρειαστεί να υπογράψετε και να μου το παραδώσετε όταν θα συναντηθούμε. Παρακαλώ σημειώστε ότι πιθανό να ακολουθήσει και δεύτερη προσωπική συνέντευξη σε κατοπινό στάδιο για την οποία θα πληροφορηθείτε ανάλογα.

Θα ήθελα να σας διαβεβαιώσω ότι δίδω τη μέγιστη σημασία στο θέμα της εμπιστευτικότητας και ως εκ τούτου, λαμβάνω όλα τα απαραίτητα μέτρα (π.χ. ασφαλή φύλαξη όλων των εγγράφων and υλικού, διεξαγωγή των συνεντεύξεων πάνω σε προσωπική βάση) έτσι ώστε να τηρηθεί η νομοθεσία που προνοεί για την

προστασία των προσωπικών δεδομένων του ατόμου. Περαιτέρω, τα εμπιστευτικά και δεοντολογικά σας δικαιώματα θα τύχουν του δέοντος σεβασμού και της δέουσας προστασίας και το περιεχόμενο της συζήτησης μας θα παραμείνει απόρρητο. Ο ρόλος μου ως ερευνητής δεν μου δίνει περισσότερη ισχύ ή εξουσία και δεν μου επιτρέπει να έχω απεριόριστη πρόσβαση σε πληροφορίες ή να χρησιμοποιήσω τις πληροφορίες με αμέλεια ή για οποιονδήποτε άλλο σκοπό π.χ. καμία από τις πληροφορίες που θα δώσετε δεν θα χρησιμοποιηθεί για σκοπούς της εργασίας στον Οργανισμό. Οι πληροφορίες που θα παράσχετε θα τύχουν ανάλυσης και θα συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης ως μέρος των ευρημάτων μου, συλλογικά μόνο και για ακαδημαϊκούς σκοπούς έτσι ώστε η ταυτότητα σας να μην αποκαλυφθεί. Εξάλλου, το ονοματεπώνυμο ενός ατόμου είναι άσχετο και χωρίς καμία αξία για τους σκοπούς της έρευνας. Τα υπόλοιπα δημογραφικά στοιχεία που θα παράσχετε θα χρησιμοποιηθούν μόνο για στατιστικούς σκοπούς προκειμένου να ενισχύσουν την ανάλυση και τα συμπεράσματα μου ενώ σε περίπτωση που τέτοια στοιχεία δύναται να αποκαλύψουν την ταυτότητα σας, θα ζητηθεί η συγκατάθεση σας προτού συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης. Θα σας παρέχω επίσης ανατροφοδότηση (feedback) της συζήτησης μας (δηλαδή, θα σας ζητηθεί να επιβεβαιώσετε ότι αυτά που έχω καταγράψει είναι πράγματι αυτά τα οποία συζητήσαμε και αυτά που εννοούσατε) έτσι ώστε να αποφευχθεί οποιαδήποτε ανακρίβεια και παρερμηνεία εκ μέρους μου. Έχετε επίσης το δικαίωμα να ζητήσετε όπως δεν συμπεριληφθούν κάποιες από τις πληροφορίες που έχετε δώσει. Ο σύμβουλος πανεπιστημίου και ο εμπειρογνώμονας μου καθώς και ο εξεταστής είναι τα μόνα άτομα που θα μελετούν την έκθεση της ερευνητικής μου μελέτης για ακαδημαϊκούς σκοπούς πριν την ολοκλήρωσή της. Όταν θα διεκπεραιωθεί η έρευνα μου, αντίγραφα της έκθεσης της ερευνητικής μου μελέτης θα τοποθετηθούν στη βιβλιοθήκη του Πανεπιστημίου καθώς και στη βιβλιοθήκη του Οργανισμού (με την προϋπόθεση ότι θα παραχωρηθεί η σχετική άδεια από τη Διεύθυνση) έτσι ώστε εσείς και οι υπόλοιποι υπάλληλοι να μπορείτε να μελετήσετε την έρευνα όποτε επιθυμείτε.

Θα ήθελα επίσης να σας ενημερώσω ότι η συμμετοχή σας δεν είναι υποχρεωτική και ότι έχετε κάθε δικαίωμα να αρνηθείτε είτε να συμμετάσχετε από την αρχή είτε στη συνέχεια να αποσυρθείτε εάν είστε στα μέσα της συνέντευξης είτε ακόμα να αρνηθείτε να απαντήσετε σε συγκεκριμένες ερωτήσεις. Εάν επιλέξετε να μην συμμετάσχετε, δεν είστε υποχρεωμένοι να εξηγήσετε το γιατί και μια τέτοια ενέργεια δεν θα σας βλάψει και ούτε θα οδηγήσει σε οποιαδήποτε προκατάληψη εναντίον σας σε σχέση με τη θέση που κατέχετε ή τη μεταχείριση σας.

Θα επικοινωνήσω μαζί σας τηλεφωνικά πολύ σύντομα για να διευθετήσουμε το χρόνο και τον τόπο της συνάντησης μας. Παρακαλώ σημειώστε ότι η συνέντευξη θα διαρκέσει περίπου μία ώρα και ένα τέταρτο.

Παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μου για τυχόν απορίες.

Θα ήθελα να σας ευχαριστήσω εκ των προτέρων για την πολύτιμη συνεργασία σας.

Με εκτίμηση  
Χριστίνα Ξενοπούλου

**COVERING LETTER FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITH OR WITHOUT SUBORDINATES) (ENGLISH)**

Dear .....

.....

Research Project on Performance Appraisals

Research Participation

With this letter, I wish to inform you that I am conducting a research project in pursuance of my doctoral programme with Middlesex University. The title of my research project is the following: Effective Performance Appraisal Systems in the Public Sector: The Case of the Cyprus Tourism Organisation (CTO). Through the project, I will assess the effectiveness of the current performance appraisal system of CTO in relation to the enhancement of individual and organisational performance. Based on this assessment, I will produce suitable guidelines and recommendations for changing the current system for everyone's benefit. The guidelines and recommendations will be presented to the Management, the Trade Unions and the Board of Directors of CTO who will eventually decide if the specific guidelines and recommendations will be implemented.

In pursuance of my project, I will obtain the opinion of the employees and Trade Unions of CTO regarding the effectiveness of the current performance appraisal system on which my findings and recommendations will be based. With this respect, you have been randomly selected to participate in this research which deals with a subject for which little research has been conducted so far in Cyprus. The success of the research and the collection of accurate data depend on the information that you will provide. You are therefore kindly asked to cooperate.

Your participation will be effected by means of an interview which I will be conducting with you and at which you are expected to give your opinion as explained above from the perspective of the appraisee. In order to aid our discussion during the interview, I am attaching a list of questions (checklist) for your review so that you can reflect on the subject before we meet. I am also attaching a consent form which you need to sign and which I will be collecting from you when we meet. Please note that there may be a follow up interview at a later date for which you will be informed accordingly.

I would like to reassure you that confidentiality is of utmost importance and with this respect I am taking all the necessary steps (e.g. safe keeping of all documents and material, conducting the interviews on an one-to-one basis) so that the data protection legislation and your confidential and ethical rights are respected and protected and our discussion remains confidential. My role as a researcher does not make me more important, does not give me more power or authority and does not allow me to have unrestricted access to information or to use information negligently and for other purposes e.g. nothing of what you will say can or will be used for work purposes. The information that you will provide will be analysed and included in my project report

as part of my research findings only collectively and for academic purposes so that your identity is not revealed; besides, an individual's name is irrelevant and of no value to the research. The rest of the demographic information that you will provide will be used only for statistical purposes so as to enhance my analysis and conclusions and in case such information reveals your identity your permission will be asked before it is disclosed in my report. I will also provide you with feedback of our discussion (i.e. you will be asked to confirm that what I wrote is indeed what we talked about and what you meant) so as to avoid any inaccuracy and misinterpretation on my behalf. You also have the right to request that certain data you provided are not included. My university advisor, my consultant and the examiner are the only persons who will be reviewing my project report for academic purposes before its completion. When I complete my research I will be placing a copy of my report at the library of the University as well as the CTO library (provided permission is granted by the Management) so that you and the rest of the employees can study it whenever you wish.

I would also like to inform you that your participation is not compulsory and you have every right to refuse to take part from the very beginning or later on to withdraw if you are half way in giving information or to refuse to answer specific questions. If you choose not to participate, you are not obliged to explain why and such an action will not result in any harm or prejudice with respect to your position or treatment.

I will be calling you very shortly so as to let me know when and where you would like us to meet. Kindly note that the interview will take about one hour and a quarter.

Please do not hesitate to contact me should you have any questions.

I would like to thank you in advance for your valuable contribution.

Yours sincerely  
Christina Xenopoulou

**COVERING LETTER FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITH OR WITHOUT SUBORDINATES) (GREEK)**

Αγαπητέ/ή .....

Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

Συμμετοχή σε Έρευνα

Με την παρούσα επιστολή, επιθυμώ να σας ενημερώσω ότι διεξάγω μία ερευνητική μελέτη στα πλαίσια του διδακτορικού μου με το Πανεπιστήμιο του Middlesex. Η ερευνητική μου μελέτη τιτλοφορείται “Αποτελεσματικά Συστήματα Αξιολόγησης Προσωπικού στο Δημόσιο Τομέα: Η Περίπτωση του Κυπριακού Οργανισμού Τουρισμού (Κ.Ο.Τ.)”. Μέσω της ερευνητικής μελέτης, θα αξιολογήσω την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού του Κ.Ο.Τ. σε σχέση με τη βελτίωση της προσωπικής απόδοσης και της απόδοσης του Οργανισμού. Με βάση αυτή την αξιολόγηση, θα ετοιμάσω κατάλληλες κατευθυντήριες γραμμές και προτάσεις για να αναθεωρηθεί το υφιστάμενο σύστημα, προς όφελος όλων των εμπλεκόμενων μερών. Οι κατευθυντήριες γραμμές και προτάσεις θα παρουσιαστούν στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ. οι οποίοι θα αποφασίσουν τελικά εάν οι εν λόγω κατευθυντήριες γραμμές και προτάσεις θα υιοθετηθούν.

Στα πλαίσια της ερευνητικής μου μελέτης, θα ζητήσω τις απόψεις των υπαλλήλων και των Συντεχνιών του Κ.Ο.Τ. αναφορικά με την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού πάνω στις οποίες θα βασιστούν τα ευρήματα και οι προτάσεις μου. Για το σκοπό αυτό, έχετε επιλεγεί τυχαία για να συμμετάσχετε σε αυτή την ερευνητική μελέτη που εξετάζει ένα θέμα για το οποίο δεν έχει γίνει σημαντική έρευνα μέχρι σήμερα στην Κύπρο. Η επιτυχία της έρευνας και η συλλογή αξιόπιστων δεδομένων εξαρτώνται από τις πληροφορίες που θα δώσετε. Ως εκ τούτου, παρακαλείστε θερμά όπως συνεργαστείτε.

Η συμμετοχή σας θα πραγματοποιηθεί μέσω μίας προσωπικής συνέντευξης την οποία θα διεξαγάω μαζί σας και κατά την οποία θα κληθείτε να εκφράσετε την άποψη σας, όπως αναφέρθηκε πιο πάνω, από τη σκοπιά του αξιολογούμενου. Για μια πιο επικοινωνιακή συζήτηση κατά τη διάρκεια της συνέντευξης, σας επισυνάπτω ένα κατάλογο ερωτήσεων για να σας δοθεί ο χρόνος να μελετήσετε το θέμα και να προετοιμαστείτε πριν από τη συνέντευξη. Επισυνάπτω επίσης ένα έντυπο συγκατάθεσης το οποίο θα χρειαστεί να υπογράψετε και να μου το παραδώσετε όταν θα συναντηθούμε. Παρακαλώ σημειώστε ότι πιθανό να ακολουθήσει και δεύτερη προσωπική συνέντευξη σε κατοπινό στάδιο για την οποία θα πληροφορηθείτε ανάλογα.

Θα ήθελα να σας διαβεβαιώσω ότι δίδω τη μέγιστη σημασία στο θέμα της εμπιστευτικότητας και ως εκ τούτου, λαμβάνω όλα τα απαραίτητα μέτρα (π.χ. ασφαλή φύλαξη όλων των εγγράφων and υλικού, διεξαγωγή των συνεντεύξεων πάνω σε προσωπική βάση) έτσι ώστε να τηρηθεί η νομοθεσία που προνοεί για την



προστασία των προσωπικών δεδομένων του ατόμου. Περαιτέρω, τα εμπιστευτικά και δεοντολογικά σας δικαιώματα θα τύχουν του δέοντος σεβασμού και της δέουσας προστασίας και το περιεχόμενο της συζήτησης μας θα παραμείνει απόρρητο. Ο ρόλος μου ως ερευνητής δεν μου δίνει περισσότερη ισχύ ή εξουσία και δεν μου επιτρέπει να έχω απεριόριστη πρόσβαση σε πληροφορίες ή να χρησιμοποιήσω τις πληροφορίες με αμέλεια ή για οποιονδήποτε άλλο σκοπό π.χ. καμία από τις πληροφορίες που θα δώσετε δεν θα χρησιμοποιηθεί για σκοπούς της εργασίας στον Οργανισμό. Οι πληροφορίες που θα παράσχετε θα τύχουν ανάλυσης και θα συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης ως μέρος των ευρημάτων μου, συλλογικά μόνο και για ακαδημαϊκούς σκοπούς έτσι ώστε η ταυτότητα σας να μην αποκαλυφθεί. Εξάλλου, το ονοματεπώνυμο ενός ατόμου είναι άσχετο και χωρίς καμία αξία για τους σκοπούς της έρευνας. Τα υπόλοιπα δημογραφικά στοιχεία που θα παράσχετε θα χρησιμοποιηθούν μόνο για στατιστικούς σκοπούς προκειμένου να ενισχύσουν την ανάλυση και τα συμπεράσματα μου ενώ σε περίπτωση που τέτοια στοιχεία δύναται να αποκαλύψουν την ταυτότητα σας, θα ζητηθεί η συγκατάθεση σας προτού συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης. Θα σας παρέχω επίσης ανατροφοδότηση (feedback) της συζήτησής μας (δηλαδή, θα σας ζητηθεί να επιβεβαιώσετε ότι αυτά που έχω καταγράψει είναι πράγματι αυτά τα οποία συζητήσαμε και αυτά που εννοούσατε) έτσι ώστε να αποφευχθεί οποιαδήποτε ανακρίβεια και παρερμηνεία εκ μέρους μου. Έχετε επίσης το δικαίωμα να ζητήσετε όπως δεν συμπεριληφθούν κάποιες από τις πληροφορίες που έχετε δώσει. Ο σύμβουλος πανεπιστημίου και ο εμπειρογνώμονας μου καθώς και ο εξεταστής είναι τα μόνα άτομα που θα μελετούν την έκθεση της ερευνητικής μου μελέτης για ακαδημαϊκούς σκοπούς πριν την ολοκλήρωσή της. Όταν θα διεκπεραιωθεί η έρευνα μου, αντίγραφα της έκθεσης της ερευνητικής μου μελέτης θα τοποθετηθούν στη βιβλιοθήκη του Πανεπιστημίου καθώς και στη βιβλιοθήκη του Οργανισμού (με την προϋπόθεση ότι θα παραχωρηθεί η σχετική άδεια από τη Διεύθυνση) έτσι ώστε εσείς και οι υπόλοιποι υπάλληλοι να μπορείτε να μελετήσετε την έρευνα όποτε επιθυμείτε.

Θα ήθελα επίσης να σας ενημερώσω ότι η συμμετοχή σας δεν είναι υποχρεωτική και ότι έχετε κάθε δικαίωμα να αρνηθείτε είτε να συμμετάσχετε από την αρχή είτε στη συνέχεια να αποσυρθείτε εάν είστε στα μέσα της συνέντευξης είτε ακόμα να αρνηθείτε να απαντήσετε σε συγκεκριμένες ερωτήσεις. Εάν επιλέξετε να μην συμμετάσχετε, δεν είστε υποχρεωμένοι να εξηγήσετε το γιατί και μια τέτοια ενέργεια δεν θα σας βλάψει και ούτε θα οδηγήσει σε οποιαδήποτε προκατάληψη εναντίον σας σε σχέση με τη θέση που κατέχετε ή τη μεταχείριση σας.

Θα επικοινωνήσω μαζί σας τηλεφωνικά πολύ σύντομα για να διευθετήσουμε το χρόνο και τον τόπο της συνάντησής μας. Παρακαλώ σημειώστε ότι η συνέντευξη θα διαρκέσει περίπου μία ώρα και ένα τέταρτο.

Παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μου για τυχόν απορίες.

Θα ήθελα να σας ευχαριστήσω εκ των προτέρων για την πολύτιμη συνεργασία σας.

Με εκτίμηση  
Χριστίνα Ξενοπούλου

**COVERING LETTER FOR THE INTERVIEWS WITH THE TRADE UNION REPRESENTATIVES (ENGLISH)**

Dear .....

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Research Project on Performance Appraisals

Research Participation

With this letter, I wish to inform you that I am conducting a research project in pursuance of my doctoral programme with Middlesex University. The title of my research project is the following: Effective Performance Appraisal Systems in the Public Sector: The Case of the Cyprus Tourism Organisation (CTO). Through the project, I will assess the effectiveness of the current performance appraisal system of CTO in relation to the enhancement of individual and organisational performance. Based on this assessment, I will produce suitable guidelines and recommendations for changing the current system for everyone's benefit. The guidelines and recommendations will be presented to the Management, the Trade Unions and the Board of Directors of CTO who will eventually decide if the specific guidelines and recommendations will be implemented.

In pursuance of my project, I will obtain the opinion of the employees and Trade Unions of CTO regarding the effectiveness of the current performance appraisal system on which my findings and recommendations will be based. With this respect, you have been selected to participate in this research which deals with a subject for which little research has been conducted so far in Cyprus. The success of the research and the collection of accurate data depend on the information that you will provide. You are therefore kindly asked to cooperate.

Your participation will be effected by means of an interview which I will be conducting with you and at which you are expected to give your opinion as explained above from the perspective of the Trade Union representative. In order to aid our discussion during the interview, I am attaching a list of questions (checklist) for your review so that you can reflect on the subject before we meet. I am also attaching a consent form which you need to sign and which I will be collecting from you when we meet. Please note that there may be a follow up interview at a later date for which you will be informed accordingly.

I would like to reassure you that confidentiality is of utmost importance and with this respect I am taking all the necessary steps (e.g. safe keeping of all documents and material, conducting the interviews on an one-to-one basis) so that the data protection legislation and your confidential and ethical rights are respected and protected and our discussion remains confidential. My role as a researcher does not make me more important, does not give me more power or authority and does not allow me to have unrestricted access to information or to use information negligently and for other purposes e.g. nothing of what you will say can or will be used for work purposes. The information that you will provide will be analysed and included in my project report

as part of my research findings only collectively and for academic purposes so that your identity is not revealed; besides, an individual's name is irrelevant and of no value to the research. The rest of the demographic information that you will provide will be used only for statistical purposes so as to enhance my analysis and conclusions and in case such information reveals your identity your permission will be asked before it is disclosed in my report. I will also provide you with feedback of our discussion (i.e. you will be asked to confirm that what I wrote is indeed what we talked about and what you meant) so as to avoid any inaccuracy and misinterpretation on my behalf. You also have the right to request that certain data you provided are not included. My university advisor, my consultant and the examiner are the only persons who will be reviewing my project report for academic purposes before its completion. When I complete my research I will be placing a copy of my report at the library of the University as well as the CTO library (provided permission is granted by the Management) so that you and the rest of the employees can study it whenever you wish.

I would also like to inform you that your participation is not compulsory and you have every right to refuse to take part from the very beginning or later on to withdraw if you are half way in giving information or to refuse to answer specific questions. If you choose not to participate, you are not obliged to explain why and such an action will not result in any harm or prejudice with respect to your position or treatment.

I will be calling you very shortly so as to let me know when and where you would like us to meet. Kindly note that the interview will take about one hour and a quarter.

Please do not hesitate to contact me should you have any questions.

I would like to thank you in advance for your valuable contribution.

Yours sincerely  
Christina Xenopoulou

**COVERING LETTER FOR THE INTERVIEWS WITH THE TRADE UNION REPRESENTATIVES (GREEK)**

Αγαπητέ/ή .....

Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

Συμμετοχή σε Έρευνα

Με την παρούσα επιστολή, επιθυμώ να σας ενημερώσω ότι διεξάγω μία ερευνητική μελέτη στα πλαίσια του διδακτορικού μου με το Πανεπιστήμιο του Middlesex. Η ερευνητική μου μελέτη τιτλοφορείται “Αποτελεσματικά Συστήματα Αξιολόγησης Προσωπικού στο Δημόσιο Τομέα: Η Περίπτωση του Κυπριακού Οργανισμού Τουρισμού (Κ.Ο.Τ.)”. Μέσω της ερευνητικής μελέτης, θα αξιολογήσω την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού του Κ.Ο.Τ. σε σχέση με τη βελτίωση της προσωπικής απόδοσης και της απόδοσης του Οργανισμού. Με βάση αυτή την αξιολόγηση, θα ετοιμάσω κατάλληλες κατευθυντήριες γραμμές και προτάσεις για να αναθεωρηθεί το υφιστάμενο σύστημα, προς όφελος όλων των εμπλεκόμενων μερών. Οι κατευθυντήριες γραμμές και προτάσεις θα παρουσιαστούν στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ. οι οποίοι θα αποφασίσουν τελικά εάν οι εν λόγω κατευθυντήριες γραμμές και προτάσεις θα υιοθετηθούν.

Στα πλαίσια της ερευνητικής μου μελέτης, θα ζητήσω τις απόψεις των υπαλλήλων και των Συντεχνιών του Κ.Ο.Τ. αναφορικά με την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού πάνω στις οποίες θα βασιστούν τα ευρήματα και οι προτάσεις μου. Για το σκοπό αυτό, έχετε επιλεγεί για να συμμετάσχετε σε αυτή την ερευνητική μελέτη που εξετάζει ένα θέμα για το οποίο δεν έχει γίνει σημαντική έρευνα μέχρι σήμερα στην Κύπρο. Η επιτυχία της έρευνας και η συλλογή αξιόπιστων δεδομένων εξαρτώνται από τις πληροφορίες που θα δώσετε. Ως εκ τούτου, παρακαλείστε θερμά όπως συνεργαστείτε.

Η συμμετοχή σας θα πραγματοποιηθεί μέσω μίας προσωπικής συνέντευξης την οποία θα διεξαγάω μαζί σας και κατά την οποία θα κληθείτε να εκφράσετε την άποψη σας, όπως αναφέρθηκε πιο πάνω, από τη σκοπιά του εκπροσώπου Συντεχνίας. Για μια πιο επικοινωνιακή συζήτηση κατά τη διάρκεια της συνέντευξης, σας επισυνάπτω ένα κατάλογο ερωτήσεων για να σας δοθεί ο χρόνος να μελετήσετε το θέμα και να προετοιμαστείτε πριν από τη συνέντευξη. Επισυνάπτω επίσης ένα έντυπο συγκατάθεσης το οποίο θα χρειαστεί να υπογράψετε και να μου το παραδώσετε όταν θα συναντηθούμε. Παρακαλώ σημειώστε ότι πιθανό να ακολουθήσει και δεύτερη προσωπική συνέντευξη σε κατοπινό στάδιο για την οποία θα πληροφορηθείτε ανάλογα.

Θα ήθελα να σας διαβεβαιώσω ότι δίδω τη μέγιστη σημασία στο θέμα της εμπιστευτικότητας και ως εκ τούτου, λαμβάνω όλα τα απαραίτητα μέτρα (π.χ. ασφαλή φύλαξη όλων των εγγράφων and υλικού, διεξαγωγή των συνεντεύξεων πάνω σε προσωπική βάση) έτσι ώστε να τηρηθεί η νομοθεσία που προνοεί για την

προστασία των προσωπικών δεδομένων του ατόμου. Περαιτέρω, τα εμπιστευτικά και δεοντολογικά σας δικαιώματα θα τύχουν του δέοντος σεβασμού και της δέουσας προστασίας και το περιεχόμενο της συζήτησης μας θα παραμείνει απόρρητο. Ο ρόλος μου ως ερευνητής δεν μου δίνει περισσότερη ισχύ ή εξουσία και δεν μου επιτρέπει να έχω απεριόριστη πρόσβαση σε πληροφορίες ή να χρησιμοποιήσω τις πληροφορίες με αμέλεια ή για οποιονδήποτε άλλο σκοπό π.χ. καμία από τις πληροφορίες που θα δώσετε δεν θα χρησιμοποιηθεί για σκοπούς της εργασίας στον Οργανισμό. Οι πληροφορίες που θα παράσχετε θα τύχουν ανάλυσης και θα συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης ως μέρος των ευρημάτων μου, συλλογικά μόνο και για ακαδημαϊκούς σκοπούς έτσι ώστε η ταυτότητα σας να μην αποκαλυφθεί. Εξάλλου, το ονοματεπώνυμο ενός ατόμου είναι άσχετο και χωρίς καμία αξία για τους σκοπούς της έρευνας. Τα υπόλοιπα δημογραφικά στοιχεία που θα παράσχετε θα χρησιμοποιηθούν μόνο για στατιστικούς σκοπούς προκειμένου να ενισχύσουν την ανάλυση και τα συμπεράσματα μου ενώ σε περίπτωση που τέτοια στοιχεία δύναται να αποκαλύψουν την ταυτότητα σας, θα ζητηθεί η συγκατάθεση σας προτού συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης. Θα σας παρέχω επίσης ανατροφοδότηση (feedback) της συζήτησής μας (δηλαδή, θα σας ζητηθεί να επιβεβαιώσετε ότι αυτά που έχω καταγράψει είναι πράγματι αυτά τα οποία συζητήσαμε και αυτά που εννοούσατε) έτσι ώστε να αποφευχθεί οποιαδήποτε ανακρίβεια και παρερμηνεία εκ μέρους μου. Έχετε επίσης το δικαίωμα να ζητήσετε όπως δεν συμπεριληφθούν κάποιες από τις πληροφορίες που έχετε δώσει. Ο σύμβουλος πανεπιστημίου και ο εμπειρογνώμονας μου καθώς και ο εξεταστής είναι τα μόνα άτομα που θα μελετούν την έκθεση της ερευνητικής μου μελέτης για ακαδημαϊκούς σκοπούς πριν την ολοκλήρωσή της. Όταν θα διεκπεραιωθεί η έρευνα μου, αντίγραφα της έκθεσης της ερευνητικής μου μελέτης θα τοποθετηθούν στη βιβλιοθήκη του Πανεπιστημίου καθώς και στη βιβλιοθήκη του Οργανισμού (με την προϋπόθεση ότι θα παραχωρηθεί η σχετική άδεια από τη Διεύθυνση) έτσι ώστε εσείς και οι υπόλοιποι υπάλληλοι να μπορείτε να μελετήσετε την έρευνα όποτε επιθυμείτε.

Θα ήθελα επίσης να σας ενημερώσω ότι η συμμετοχή σας δεν είναι υποχρεωτική και ότι έχετε κάθε δικαίωμα να αρνηθείτε είτε να συμμετάσχετε από την αρχή είτε στη συνέχεια να αποσυρθείτε εάν είστε στα μέσα της συνέντευξης είτε ακόμα να αρνηθείτε να απαντήσετε σε συγκεκριμένες ερωτήσεις. Εάν επιλέξετε να μην συμμετάσχετε, δεν είστε υποχρεωμένοι να εξηγήσετε το γιατί και μια τέτοια ενέργεια δεν θα σας βλάψει και ούτε θα οδηγήσει σε οποιαδήποτε προκατάληψη εναντίον σας σε σχέση με τη θέση που κατέχετε ή τη μεταχείριση σας.

Θα επικοινωνήσω μαζί σας τηλεφωνικά πολύ σύντομα για να διευθετήσουμε το χρόνο και τον τόπο της συνάντησής μας. Παρακαλώ σημειώστε ότι η συνέντευξη θα διαρκέσει περίπου μία ώρα και ένα τέταρτο.

Παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μου για τυχόν απορίες.

Θα ήθελα να σας ευχαριστήσω εκ των προτέρων για την πολύτιμη συνεργασία σας.

Με εκτίμηση  
Χριστίνα Ξενοπούλου

## APPENDIX 14

### **INFORMED CONSENT FORM FOR THE INTERVIEWS WITH THE APPRAISERS AND THE TRADE UNION REPRESENTATIVES AND FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITH OR WITHOUT SUBORDINATES) (ENGLISH)**

Contact details: Christina Xenopoulou  
Cyprus Tourism Organisation  
19 Limassol Avenue, 2112  
Nicosia, Cyprus

#### Research Project on Performance Appraisals

#### Informed Consent Form for Participation in Research

The purpose of this document, in accordance with the requirements of the University's code of research ethics, is to make explicit the nature of the proposed involvement between the researcher and the person or organisation agreeing to supply information (the participants) and to record that the research subjects understand and are happy with the proposed arrangements.

The researchers: The researcher in charge of this project is Christina Xenopoulou of the Cyprus Tourism Organisation (CTO), 19 Limassol Avenue, 2112, Nicosia, Cyprus. Complaints about the conduct of the research may be addressed to the researcher in charge and the Director General of CTO at the above address.

The research: The purpose of the project is the assessment of the effectiveness of the current performance appraisal system of CTO in relation to the enhancement of individual and organisational performance. Based on this assessment, suitable guidelines and recommendations for changing the current system for everyone's benefit will be produced. The guidelines and recommendations will be presented to the Management, the Trade Unions and the Board of Directors of CTO who will eventually decide if the specific guidelines and recommendations will be implemented.

What participation in the study will involve: Participants will be asked to grant an interview of up to one and a quarter hour's duration. The interviews will be recorded on audiotape. It is understood that the interviewee is free to decline to answer any question, to terminate the interview at any time and to request that any section or the whole of the recording is deleted without having to explain why. Such an action will not result in any harm or prejudice with respect to the participant's position or treatment.

Use of data: The aim is the presentation of the research to the Management, the Trade Unions and the Board of Directors of CTO, as mentioned above, who will decide if the specific guidelines and recommendations of the project will be implemented at the organisation. If so requested, the researcher will refrain from using data that the subject considers sensitive. The researcher's university advisor and consultant and the examiner are the only persons who will be reviewing the researcher's project report for academic purposes before its completion. The participants will have access to

copies of the research after its completion. The copies will be placed at the library of the University as well as the CTO library (provided permission is granted by the Management) so that the participants and the rest of the employees can study the research whenever they wish.

Anonymity of participants: All information acquired will be treated as confidential. Unless specifically agreed otherwise, references in publications, talks etc. to particular jobs, organisations, individuals etc. will be anonymised and features which might make identification easy will be removed.

Declaration by the research subject: I have read and I am happy with the arrangements as set out above.

Signature of participant.....

Date.....

Signature of researcher.....

Date.....

**INFORMED CONSENT FORM FOR THE INTERVIEWS WITH THE APPRAISERS AND THE TRADE UNION REPRESENTATIVES AND FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITH OR WITHOUT SUBORDINATES) (GREEK)**

Στοιχεία επικοινωνίας: Χριστίνα Ξενοπούλου  
Κυπριακός Οργανισμός Τουρισμού  
Λεωφόρος Λεμεσού 19, 2112  
Λευκωσία, Κύπρος

Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

Συγκατάθεση κατόπιν Ενημέρωσης για σκοπούς Συμμετοχής σε Έρευνα

Το έγγραφο αυτό αποσκοπεί, σύμφωνα με τις απαιτήσεις του κώδικα ερευνητικής δεοντολογίας του Πανεπιστημίου, να καταστήσει σαφή τη μορφή της προτεινόμενης εμπλοκής του ερευνητή με το άτομο ή τον οργανισμό που συμφωνεί να παράσχει πληροφορίες (οι συμμετέχοντες στην έρευνα) και να καταγράψει ότι οι συμμετέχοντες κατανοούν και αποδέχονται τις προτεινόμενες διευθετήσεις.

Οι ερευνητές: Ο υπεύθυνος ερευνητής αυτής της ερευνητικής μελέτης είναι η Χριστίνα Ξενοπούλου του Κυπριακού Οργανισμού Τουρισμού (Κ.Ο.Τ.), Λεωφόρος Λεμεσού 19, 2112, Λευκωσία, Κύπρος. Οι συμμετέχοντες μπορούν να απευθύνουν οποιαδήποτε παράπονα σε σχέση με τη διεξαγωγή της έρευνας στον υπεύθυνο ερευνητή και στο Γενικό Διευθυντή του Κ.Ο.Τ. στην πιο πάνω διεύθυνση.

Η έρευνα: Η ερευνητική μελέτη αποσκοπεί στην αξιολόγηση της αποτελεσματικότητας του υφιστάμενου συστήματος αξιολόγησης προσωπικού του Κ.Ο.Τ. σε σχέση με τη βελτίωση της προσωπικής απόδοσης και της απόδοσης του Οργανισμού. Με βάση αυτή την αξιολόγηση, θα καταρτιστούν κατάλληλες κατευθυντήριες γραμμές και προτάσεις για αναθεώρηση του υφιστάμενου συστήματος, προς όφελος όλων των εμπλεκόμενων μερών. Οι κατευθυντήριες γραμμές και προτάσεις θα παρουσιαστούν στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ. οι οποίοι θα αποφασίσουν τελικά εάν οι εν λόγω κατευθυντήριες γραμμές και προτάσεις θα υιοθετηθούν.

Τι συνεπάγεται η συμμετοχή στην ερευνητική μελέτη: Οι συμμετέχοντες θα κληθούν να παραχωρήσουν μία συνέντευξη διάρκειας μίας ώρας και ενός τετάρτου περίπου. Οι εν λόγω συνεντεύξεις θα ηχογραφούνται. Νοείται ότι το άτομο που θα παραχωρήσει τη συνέντευξη θα έχει το δικαίωμα να αρνηθεί να απαντήσει σε οποιαδήποτε ερώτηση, να τερματίσει τη συνέντευξη οποιαδήποτε στιγμή και να ζητήσει όπως οποιοδήποτε μέρος της ηχογράφησης ή ολόκληρη η ηχογράφηση διαγραφεί, χωρίς να δώσει περαιτέρω εξηγήσεις. Μία τέτοια ενέργεια δεν θα βλάψει τον συμμετέχοντα και ούτε θα οδηγήσει σε οποιαδήποτε προκατάληψη εναντίον του σε σχέση με τη θέση που κατέχει ή τη μεταχείριση του.

Χρήση δεδομένων: Ο στόχος είναι η παρουσίαση της έρευνας στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ., όπως αναφέρεται πιο πάνω, οι



οποίοι θα αποφασίσουν εάν οι συγκεκριμένες κατευθυντήριες γραμμές και προτάσεις της ερευνητικής μελέτης θα εφαρμοστούν στον Οργανισμό. Εάν του ζητηθεί, ο ερευνητής δεν θα χρησιμοποιήσει τα δεδομένα τα οποία οι συμμετέχοντες θεωρούν ευαίσθητα. Ο σύμβουλος πανεπιστημίου και ο εμπειρογνώμονας του ερευνητή καθώς και ο εξεταστής είναι τα μόνα άτομα που θα μελετούν την έκθεση της ερευνητικής μελέτης για ακαδημαϊκούς σκοπούς πριν από την ολοκλήρωσή της. Οι συμμετέχοντες θα έχουν πρόσβαση σε αντίγραφα της έκθεσης της ερευνητικής μελέτης μετά την ολοκλήρωσή της. Τα εν λόγω αντίγραφα θα τοποθετηθούν στη βιβλιοθήκη του Πανεπιστημίου καθώς και στη βιβλιοθήκη του Οργανισμού (με την προϋπόθεση ότι θα παραχωρηθεί η σχετική άδεια από τη Διεύθυνση) έτσι ώστε οι συμμετέχοντες και οι υπόλοιποι υπάλληλοι να μπορούν να μελετήσουν την έρευνα όποτε επιθυμούν.

Ανωνυμία των συμμετεχόντων στην έρευνα: Όλες οι πληροφορίες που θα συλλεχθούν θα τηρηθούν ως άκρως εμπιστευτικές. Εκτός και εάν συμφωνηθεί διαφορετικά, όλες οι αναφορές σε εκδόσεις, συνομιλίες κλπ. για συγκεκριμένα επαγγέλματα, οργανισμούς, άτομα κλπ. θα τηρηθούν ως ανώνυμες και όλα τα χαρακτηριστικά που θα μπορούσαν εύκολα να συμβάλουν στην αποκάλυψη της ταυτότητας κάποιου ατόμου θα αφαιρεθούν.

Δήλωση του συμμετέχοντα στην έρευνα: Έχω διαβάσει και αποδέχομαι τις πιο πάνω διευθετήσεις.

Υπογραφή του συμμετέχοντα στην έρευνα.....  
Ημερομηνία.....

Υπογραφή του ερευνητή.....  
Ημερομηνία.....

**INTERVIEW CHECKLIST FOR THE INTERVIEWS WITH THE APPRAISERS (ENGLISH)**

**Research Project on Performance Appraisals**

**Interview Checklist - Appraiser**

1) Do you and your appraisees think that the current CTO PAS enhances your and your appraisees' performance (effectiveness, efficiency, speed, service, value, productivity and quality), corrects your and their performance problems and helps in the creation of motivation, job satisfaction, ownership, responsibility and commitment (for both yourself and your appraisees) (and why/how)? How important is it (for both yourself and your appraisees) for the PAS to enhance performance and motivation etc.?

2) Do you and your appraisees believe that the current PAS needs to change so that organisational and individual performance can improve and motivation, job satisfaction, ownership, responsibility and commitment can enhance (and why/how)? What effect does this belief have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, for the PAS to change so as to help in the improvement of performance and motivation etc.?

3) Do you and your appraisees agree and set together the appraisees' work goals or targets ("smart", consistent with organisational goals, facilitation)? What effect does this stage and relationship have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to set "smart" goals or targets (inc. facilitation) and to do that together with the appraisees?

4) Which of the following methods of measurement or assessment (some of the methods are more costly and time consuming than others) do you and your appraisees prefer and why: the current rating scale system (certain qualities are rated by the superiors who may be the immediate superiors or not), the ranking system (employees are ranked against certain qualities by the superiors), the 360-degree feedback (inc. self-appraisal) (assessment of qualities and/or objectives by superiors, subordinates and peers), the critical incidents (assessed on favourable and unfavourable incidents), the narrative report (prepared by the appraiser and could contain anything the appraiser wishes to mention), the objectives or goals (see above), a combination of the above methods? What effect does this preference (which may be consistent or inconsistent with what is practised at CTO) have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to use the right method of measurement or assessment?

5) Do you and your appraisees find the current composition of the appraisal teams suitable and why? If not, how should the appraisal teams be composed of (number and capacity of appraisers e.g. only the immediate superior and the head of the department)? What effect does this (the composition of the appraisal teams being

suitable or not) have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, for the appraisal teams to be suitably composed of?

6) Do you and your appraisees find the qualities or criteria which are assessed with the current rating scale system sufficient and suitable and why? If not, what are the qualities or criteria which are suitable for you and your appraisees? What effect does this (the criteria being sufficient and suitable or not) have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to use the right assessment qualities and criteria?

7) What are the measures that need to be used for measuring your and your appraisees' performance and why (how to measure individual and organisational effectiveness, efficiency, productivity, quality, speed etc.)? What measures do you and your appraisees actually use? What effect does this have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to use the right performance measures?

8) Do you assess your appraisees on the basis of performance or personality and why? What effect does this have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, for the appraisees to be assessed on performance instead of personality?

9) Do you provide proper feedback on your appraisees' performance (e.g. constructive, effective, balanced between positive and negative, timely, frequent, specific, accurate, objective, examples and evidence, followed-up) (inc. progress monitoring, action plans, communication, coaching, honest/trustful relationship, appraisal interviews)? What effect does this have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to provide proper feedback on appraisees' performance?

10) Do you and your appraisees believe that there is participation (consultation and agreement) by all concerned at all stages of the performance appraisal process e.g. during the setting of performance goals or standards, performance measures or methods of measurement, feedback, the completion of rating forms, self-evaluation, the appraisal interview, the evaluation of the PAS? What effect does this belief have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to have participation (consultation and agreement) by all concerned at all stages of the performance appraisal process?

11) Do you have the right appraisal skills and knowledge and you receive sufficient and frequent appraisal training so as to assess your appraisees effectively? What effect does this have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, for appraisers to have the right appraisal skills and knowledge and to receive sufficient and frequent appraisal training so as to assess their appraisees effectively?

12) Do you and your appraisees prefer the basis of your payment to be the “performance related pay” and why (performance related pay: pay depending on performance unlike the public sector pay where performance is irrelevant and increments are automatic and termination is not an option) (need a sound PAS first before introducing performance related pay)? What effect does this preference have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to be rewarded on the basis of performance?

13) Do you and your appraisees want to be rewarded with other types of recognition or rewards apart from promotions and why (both non-monetary and monetary rewards e.g. bonus) (intrinsic rewards may be applicable to public sector employees e.g. empowerment, high achievement needs, involvement, learning, positive feedback, acknowledgement, public appreciation, job security)? Give examples. What effect does this need have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, to be rewarded with other types of recognition or rewards apart from promotions?

14) Do you and your appraisees believe that there is ratings distortion, discrimination and bias (e.g. central rating bias so as to be on the safe side and when not knowing the performance of employee as well as avoiding to justify outstanding and underperformers, leniency bias, strictness bias, recency bias, cultural bias, halo effect, interpersonal relations {conflict avoidance}, organisational influences: use of ratings influences the results e.g. lenient ratings for pay and promotion purposes {e.g. rated as “excellent”} and strict ratings for developmental purposes, strict ratings when the appraiser and appraisee do not get on, no willingness to provide accurate ratings due to politics etc., conscious manipulation of ratings for achieving desired outcomes {e.g. promotion} even if appraisers know how to provide accurate ratings, distortion seen by appraisers as necessary and beneficial as frank ratings would do more harm than good and also for maximising rewards and minimising punishments {to avoid interpersonal difficulties with subordinates} as well as for achieving or maintaining equity within a work group)? Give examples. What effect does this belief have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, for ratings distortion, discrimination and bias not to be present?

15) Do you and your appraisees believe that appeals should be examined by the same appraisal team (which made the assessment in the first place) without the participation of other independent persons (and why)? What effect does this belief have on your performance and on the performance of your appraisees? How important is it (for both yourself and your appraisees), in relation to performance, for other independent persons to participate in the examination of appeals?

## INTERVIEW CHECKLIST FOR THE INTERVIEWS WITH THE APPRAISERS (GREEK)

### Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

#### Κατάλογος Ερωτήσεων: Αξιολογητής

1) Εσύ και οι αξιολογούμενοι σου νομίζετε ότι το υφιστάμενο Σύστημα Αξιολόγησης Προσωπικού (Σ.Α.Π.) του Κ.Ο.Τ. βελτιώνει την απόδοση σου και την απόδοση των αξιολογούμενων σου (αποτελεσματικότητα, αποδοτικότητα, ταχύτητα, εξυπηρέτηση, αξία, παραγωγικότητα και ποιότητα), διορθώνει τα προβλήματα απόδοσης που έχετε και συντείνει στη δημιουργία κινήτρων, εργασιακής ικανοποίησης, κυριότητας, υπευθυνότητας και αφοσίωσης (για σένα και τους αξιολογούμενους σου) (και γιατί/πώς); Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου) το Σ.Α.Π. να βελτιώνει την απόδοση και τα κίνητρα κλπ.;

2) Εσύ και οι αξιολογούμενοι σου πιστεύετε ότι το υφιστάμενο Σ.Α.Π. χρειάζεται να τροποποιηθεί έτσι ώστε να βελτιωθεί η προσωπική απόδοση των υπαλλήλων και η απόδοση του Οργανισμού και να ενισχυθούν τα κίνητρα, η εργασιακή ικανοποίηση, η κυριότητα, η υπευθυνότητα και η αφοσίωση (και γιατί/πώς); Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, το Σ.Α.Π. να τροποποιείται έτσι ώστε να συντείνει στη βελτίωση της απόδοσης και των κινήτρων κλπ.;

3) Εσύ και οι αξιολογούμενοι σου συμφωνείτε και καθορίζετε από κοινού τους στόχους των αξιολογούμενων (“smart”, συνάδουν με τους στόχους του Οργανισμού, διευκολύνσεις); Πως αυτό το στάδιο και αυτή η σχέση επηρεάζουν την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να συμφωνείτε και να καθορίζετε από κοινού με τους αξιολογούμενους τους στόχους τους (“smart”, διευκολύνσεις);

4) Ποιες από τις ακόλουθες μεθόδους μέτρησης ή αξιολόγησης (κάποιες από τις μεθόδους είναι πιο δαπανηρές και χρονοβόρες από κάποιες άλλες) προτιμάς και ποιες οι αξιολογούμενοι σου και γιατί: το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”: κάποια κριτήρια βαθμολογούνται από τους προϊστάμενους οι οποίοι μπορεί να είναι οι άμεσα προϊστάμενοι ή όχι), το σύστημα κατάταξης με σειρά (“ranking system”: οι υπάλληλοι κατατάσσονται με σειρά από τους προϊστάμενους σύμφωνα με κάποια κριτήρια), την ανατροφοδότηση των 360 μοιρών (“360-degree feedback”: αξιολόγηση κριτηρίων ή/και στόχων από τους προϊστάμενους, τους υφιστάμενους και τους ομοιόβαθμους καθώς επίσης και αυτοαξιολόγηση), τα κρίσιμα περιστατικά (“critical incidents”: αξιολόγηση βάσει ευνοϊκών και δυσμενών περιστατικών), την αφηγηματική έκθεση (“narrative report”: έκθεση που ετοιμάζεται από τον αξιολογητή και που μπορεί να περιέχει οτιδήποτε επιθυμεί να αναφέρει ο αξιολογητής), τους στόχους (“objectives or goals”: βλέπε πιο πάνω), ένα συνδυασμό των πιο πάνω μεθόδων; Πως αυτή σας η προτίμηση (που μπορεί να συνάδει ή να μην συνάδει με τη μέθοδο αξιολόγησης στον Κ.Ο.Τ.) επηρεάζει την απόδοση σου και την

απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να χρησιμοποιείται η σωστή μέθοδος μέτρησης ή αξιολόγησης;

5) Εσύ και οι αξιολογούμενοι σου θεωρείτε ότι η υφιστάμενη σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη και γιατί; Εάν όχι, από ποιους πρέπει να απαρτίζονται οι ομάδες αξιολόγησης (αριθμός και ιδιότητα των αξιολογητών π.χ. μόνο ο άμεσα προϊστάμενος και ο τμηματάρχης); Πως αυτό (εάν η σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη ή όχι) επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, η σύνθεση των ομάδων αξιολόγησης να είναι κατάλληλη;

6) Εσύ και οι αξιολογούμενοι σου θεωρείτε πως τα κριτήρια που αξιολογούνται με το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”) είναι επαρκή και κατάλληλα και γιατί; Εάν όχι, ποια κριτήρια θεωρείτε εσύ και οι αξιολογούμενοι σου ως κατάλληλα; Πως αυτό (εάν τα κριτήρια είναι επαρκή και κατάλληλα ή όχι) επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά κριτήρια αξιολόγησης;

7) Ποια μέτρα πρέπει να χρησιμοποιούνται για τη μέτρηση της απόδοσης σου και της απόδοσης των αξιολογούμενων σου και γιατί (πώς να μετριέται η αποτελεσματικότητα, η αποδοτικότητα, η ταχύτητα, η παραγωγικότητα, η ποιότητα κλπ. του ατόμου και του Οργανισμού); Ποια μέτρα χρησιμοποιείτε εσύ και οι αξιολογούμενοι σου στο παρόν στάδιο; Πως αυτό επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά μέτρα απόδοσης;

8) Αξιολογείς τους αξιολογούμενους σου βάσει της απόδοσης ή της προσωπικότητας και γιατί; Πως αυτό επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, οι αξιολογούμενοι να αξιολογούνται βάσει της απόδοσης αντί της προσωπικότητας;

9) Παρέχεις τη σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των αξιολογούμενων σου (π.χ. εποικοδομητική, αποτελεσματική, ισορροπημένη μεταξύ των θετικών και αρνητικών στοιχείων, έγκαιρη, τακτική, συγκεκριμένη, ακριβής, αντικειμενική, στοιχειοθετημένη, followed up: παρακολουθείται η πρόοδος της) (επικοινωνία, παρακολούθηση της προόδου, εκπαίδευση και καθοδήγηση, σχέδια δράσης, σχέση που χαρακτηρίζεται με ειλικρίνεια και εμπιστοσύνη, συνεντεύξεις αξιολόγησης); Πως αυτό επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να παρέχεται σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των αξιολογούμενων;

10) Εσύ και οι αξιολογούμενοι σου πιστεύετε ότι υπάρχει συμμετοχή (διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού π.χ. κατά τη διάρκεια του καθορισμού των στόχων ή

των επιπέδων απόδοσης και των μέτρων απόδοσης ή των μεθόδων μέτρησης, της ανατροφοδότησης (feedback), της συμπλήρωσης των εντύπων αξιολόγησης, της αυτοαξιολόγησης, της συνέντευξης αξιολόγησης, της αξιολόγησης του Σ.Α.Π.; Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να υπάρχει συμμετοχή (διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού;

11) Κατέχεις τις σωστές γνώσεις και δεξιότητες αξιολόγησης και λαμβάνεις επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογείς τους αξιολογούμενους σου αποτελεσματικά; Πως αυτό επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, οι αξιολογητές να κατέχουν τις σωστές γνώσεις και δεξιότητες αξιολόγησης και να λαμβάνουν επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογούν τους αξιολογούμενους τους αποτελεσματικά;

12) Εσύ και οι αξιολογούμενοι σου προτιμάτε όπως η βάση της μισθοδοσίας σας να είναι “μισθοδοσία βάσει απόδοσης” (“performance related pay”) και γιατί (μισθοδοσία βάσει απόδοσης: η μισθοδοσία εξαρτάται από την απόδοση σε αντίθεση με τη μισθοδοσία στο δημόσιο τομέα η οποία δεν συνδέεται με την απόδοση και όπου οι αυξήσεις είναι αυτόματες και η εργοδότηση δεν τερματίζεται) (χρειάζεται να εφαρμοστεί πρώτα ένα υγιές Σ.Α.Π. πάνω στο οποίο θα βασιστεί η εισαγωγή της μισθοδοσίας βάσει απόδοσης); Πως αυτή σας η προτίμηση επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, η αμοιβή/μισθοδοσία να είναι βάσει της απόδοσης;

13) Εσύ και οι αξιολογούμενοι σου θέλετε να αμείβεστε με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές και γιατί (χρηματικές και μη χρηματικές αμοιβές π.χ. bonus: επιπρόσθετες αμοιβές) (οι ηθικές αμοιβές θα μπορούσαν να εφαρμοστούν για τους υπαλλήλους του δημόσιου τομέα π.χ. empowerment, ανάγκη για υψηλές επιτεύξεις, εμπλοκή, εκπαίδευση, θετική ανατροφοδότηση: positive feedback, αναγνώριση, δημόσια αναγνώριση και εκτίμηση, ασφάλεια για την εργασία); Δώσε παραδείγματα. Πως αυτή σας η ανάγκη επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να αμείβεστε με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές;

14) Εσύ και οι αξιολογούμενοι σου πιστεύετε ότι υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία (π.χ. “central rating bias”: αξιολόγηση που μεροληπτικά τείνει στο κέντρο της βαθμολογικής κλίμακας έτσι ώστε ο αξιολογητής να βρίσκεται εκ του ασφαλούς αφού δεν μπορεί να πει εύκολα κάποιος ότι έκανε λάθος και που γίνεται επίσης όταν ο αξιολογητής δεν γνωρίζει την απόδοση του υπαλλήλου καθώς επίσης και για να μην χρειάζεται να αιτιολογεί την απόδοση των εξαιρετών υπαλλήλων και αυτών που δεν ανταποκρίνονται στο αναμενόμενο επίπεδο, “leniency bias” : μεροληψία βάσει επιεικείας, “strictness bias” : μεροληψία βάσει αυστηρότητας, “recency bias” : μεροληψία βάσει των πιο πρόσφατων γεγονότων, “cultural bias” : μεροληψία βάσει κουλτούρας, “halo effect” : μεροληψία βάσει ενός συγκεκριμένου τομέα στον οποίο υπερτερεί ή υστερεί ο υπάλληλος και ο οποίος

τομέας επισκιάζει όλους τους υπόλοιπους τομείς της εργασίας του, διαπροσωπικές σχέσεις {αποφυγή συγκρούσεων}, επιδράσεις που πηγάζουν από τον Οργανισμό: η χρήση της βαθμολογίας επηρεάζει τα αποτελέσματα π.χ. επιεικής βαθμολογία για σκοπούς μισθοδοσίας και προαγωγών {π.χ. βαθμολογείται κάποιος ως “εξαιρετος”} και αυστηρή βαθμολογία για σκοπούς ανάπτυξης, αυστηρή βαθμολογία όταν ο αξιολογητής και ο αξιολογούμενος δεν έχουν καλή σχέση, απουσία προθυμίας από τους αξιολογητές για σωστή βαθμολογία εξαιτίας πολιτικών σκοπιμοτήτων, συνειδητή διαστρέβλωση της βαθμολογίας που αποσκοπεί στην επίτευξη των επιθυμητών αποτελεσμάτων {π.χ. προαγωγή} έστω και εάν οι αξιολογητές γνωρίζουν πώς να παράσχουν ακριβείς βαθμολογίες, η διαστρέβλωση της βαθμολογίας θεωρείται από τους αξιολογητές ως απαραίτητη και ωφέλιμη αφού θεωρούν ότι οι ελικρινείς βαθμολογίες θα έκαναν ζημιά παρά καλό καθώς επίσης και για να μεγιστοποιούνται οι αμοιβές και να μειώνονται στο ελάχιστο οι κυρώσεις {έτσι ώστε να αποφεύγονται οι διαπροσωπικές δυσκολίες με τους υφιστάμενους} και για να επιτυγχάνεται ή να διατηρείται η ισότητα μέσα σε μια ομάδα εργασίας); Δώσε παραδείγματα. Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, να μην υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία;

15) Εσύ και οι αξιολογούμενοι σου πιστεύετε ότι οι ενστάσεις πρέπει να εξετάζονται από την ίδια ομάδα αξιολόγησης (που έκανε την αρχική αξιολόγηση) χωρίς τη συμμετοχή άλλων ανεξάρτητων ατόμων (και γιατί); Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση των αξιολογούμενων σου; Πόσο σημαντικό είναι (για σένα και τους αξιολογούμενους σου), σε σχέση με την απόδοση, άλλα ανεξάρτητα άτομα να συμμετέχουν στην εξέταση των ενστάσεων;



## APPENDIX 18

### INTERVIEW CHECKLIST FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITH SUBORDINATES) (ENGLISH)

#### Research Project on Performance Appraisals

##### Interview Checklist - Appraisee

**(employees who are appraisees and they also have subordinates but they do not get to appraise them)**

1) Do you and your subordinates think that the current CTO PAS enhances your and your subordinates' performance (effectiveness, efficiency, speed, service, value, productivity and quality), corrects your and their performance problems and helps in the creation of motivation, job satisfaction, ownership, responsibility and commitment (for both yourself and your subordinates) (and why/how)? How important is it (for both yourself and your subordinates) for the PAS to enhance performance and motivation etc.?

2) Do you and your subordinates believe that the current PAS needs to change so that organisational and individual performance can improve and motivation, job satisfaction, ownership, responsibility and commitment can enhance (and why/how)? What effect does this belief have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, for the PAS to change so as to help in the improvement of performance and motivation etc.?

3) Do you and your subordinates agree and set together the subordinates' work goals or targets ("smart", consistent with organisational goals, facilitation)? What effect does this stage and relationship have on the performance of your subordinates? How important is it (for your subordinates), in relation to performance, to set "smart" goals or targets (inc. facilitation) and to do that together with the subordinates?

3) Do you agree and set together with your appraiser your work goals or targets ("smart", consistent with organisational goals, facilitation)? What effect does this stage and relationship have on your performance? How important is it, in relation to performance, to set "smart" goals or targets (inc. facilitation) and to do that together with the appraiser?

4) Which of the following methods of measurement or assessment (some of the methods are more costly and time consuming than others) do you and your subordinates prefer and why: the current rating scale system (certain qualities are rated by the superiors who may be the immediate superiors or not), the ranking system (employees are ranked against certain qualities by the superiors), the 360-degree feedback (inc. self-appraisal) (assessment of qualities and/or objectives by superiors, subordinates and peers), the critical incidents (assessed on favourable and unfavourable incidents), the narrative report (prepared by the appraiser and could contain anything the appraiser wishes to mention), the objectives or goals (see above), a combination of the above methods? What effect does this preference (which may be consistent or inconsistent with what is practised at CTO) have on your performance and on the performance of your subordinates? How important is it (for both yourself

and your subordinates), in relation to performance, to use the right method of measurement or assessment?

5) Do you and your subordinates find the current composition of the appraisal teams suitable and why (consider also the fact that you are not an appraiser even if you supervise the work of others)? If not, how should the appraisal teams be composed of (number and capacity of appraisers e.g. only the immediate superior and the head of the department)? What effect does this (the composition of the appraisal teams being suitable or not) have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, for the appraisal teams to be suitably composed of?

6) Do you and your subordinates find the qualities or criteria which are assessed with the current rating scale system sufficient and suitable and why? If not, what are the qualities or criteria which are suitable for you and your subordinates? What effect does this (the criteria being sufficient and suitable or not) have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, to use the right assessment qualities and criteria?

7) What are the measures that need to be used for measuring your subordinates' performance and why (how to measure individual and organisational effectiveness, efficiency, productivity, quality, speed etc.)? What measures do you and your subordinates actually use? What effect does this have on the performance of your subordinates? How important is it (for your subordinates), in relation to performance, to use the right performance measures?

7) What are the measures that need to be used for measuring your performance and why (how to measure individual and organisational effectiveness, efficiency, productivity, quality, speed etc.)? What measures do you and your appraiser actually use? What effect does this have on your performance? How important is it, in relation to performance, to use the right performance measures?

8) If you were given the chance to assess your subordinates, you would so on the basis of performance or personality and why? What effect would that have on the performance of your subordinates? How important is it (for your subordinates), in relation to performance, for the subordinates or appraisees to be assessed on performance instead of personality?

8) Does your appraiser assess you on the basis of performance or personality and why? What effect does this have on your performance? How important is it, in relation to performance, for the appraisees to be assessed on performance instead of personality?

9) Do you provide proper feedback on your subordinates' performance (e.g. constructive, effective, balanced between positive and negative, timely, frequent, specific, accurate, objective, examples and evidence, followed-up) (inc. progress monitoring, action plans, communication, coaching, honest/trustful relationship, appraisal interviews)? What effect does this have on the performance of your subordinates? How important is it (for your subordinates), in relation to performance, to provide proper feedback on subordinates' performance?

9) Does your appraiser provide you with proper feedback on your performance (e.g. constructive, effective, balanced between positive and negative, timely, frequent,

specific, accurate, objective, examples and evidence, followed-up) (inc. progress monitoring, action plans, communication, coaching, honest/trustful relationship, appraisal interviews)? What effect does this have on your performance? How important is it, in relation to performance, to provide proper feedback on appraisees' performance?

10) Do you and your subordinates believe that there is participation (consultation and agreement) by all concerned at all stages of the performance appraisal process e.g. during the setting of performance goals or standards, performance measures or methods of measurement, feedback, the completion of rating forms, self-evaluation, the appraisal interview, the evaluation of the PAS? What effect does this belief have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, to have participation (consultation and agreement) by all concerned at all stages of the performance appraisal process?

11) If you were given the chance to assess your subordinates, you would try to have the right appraisal skills and knowledge and to receive sufficient and frequent appraisal training so as to assess your subordinates effectively? What effect would that have on the performance of your subordinates? How important is it (for your subordinates), in relation to performance, for superiors or appraisers to have the right appraisal skills and knowledge and to receive sufficient and frequent appraisal training so as to assess their subordinates or appraisees effectively?

11) Does your appraiser have the right appraisal skills and knowledge and he or she receives sufficient and frequent appraisal training so as to assess you effectively? What effect does this have on your performance? How important is it, in relation to performance, for appraisers to have the right appraisal skills and knowledge and to receive sufficient and frequent appraisal training so as to assess their appraisees effectively?

12) Do you and your subordinates prefer the basis of your payment to be the "performance related pay" and why (performance related pay: pay depending on performance unlike the public sector pay where performance is irrelevant and increments are automatic and termination is not an option) (need a sound PAS first before introducing performance related pay)? What effect does this preference have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, to be rewarded on the basis of performance?

13) Do you and your subordinates want to be rewarded with other types of recognition or rewards apart from promotions and why (both non-monetary and monetary rewards e.g. bonus) (intrinsic rewards may be applicable to public sector employees e.g. empowerment, high achievement needs, involvement, learning, positive feedback, acknowledgement, public appreciation, job security)? Give examples. What effect does this need have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, to be rewarded with other types of recognition or rewards apart from promotions?

14) Do you and your subordinates believe that there is ratings distortion, discrimination and bias (e.g. central rating bias so as to be on the safe side and when not knowing the performance of employee as well as avoiding to justify outstanding and underperformers, leniency bias, strictness bias, recency bias, cultural bias, halo effect, interpersonal relations {conflict avoidance}, organisational influences: use of ratings influences the results e.g. lenient ratings for pay and promotion purposes {e.g. rated as “excellent”} and strict ratings for developmental purposes, strict ratings when the appraiser and appraisee do not get on, no willingness to provide accurate ratings due to politics etc., conscious manipulation of ratings for achieving desired outcomes {e.g. promotion} even if appraisers know how to provide accurate ratings, distortion seen by appraisers as necessary and beneficial as frank ratings would do more harm than good and also for maximising rewards and minimising punishments {to avoid interpersonal difficulties with subordinates} as well as for achieving or maintaining equity within a work group)? Give examples. What effect does this belief have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, for ratings distortion, discrimination and bias not to be present?

15) Do you and your subordinates believe that appeals should be examined by the same appraisal team (which made the assessment in the first place) without the participation of other independent persons (and why)? What effect does this belief have on your performance and on the performance of your subordinates? How important is it (for both yourself and your subordinates), in relation to performance, for other independent persons to participate in the examination of appeals?

## INTERVIEW CHECKLIST FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITH SUBORDINATES) (GREEK)

### Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

#### Κατάλογος Ερωτήσεων: Αξιολογούμενος

(υπάλληλοι οι οποίοι είναι αξιολογούμενοι και έχουν υφιστάμενους αλλά δεν τους αξιολογούν)

1) Εσύ και οι υφιστάμενοί σου νομίζετε ότι το υφιστάμενο Σύστημα Αξιολόγησης Προσωπικού (Σ.Α.Π.) του Κ.Ο.Τ. βελτιώνει την απόδοση σου και την απόδοση των υφιστάμενων σου (αποτελεσματικότητα, αποδοτικότητα, ταχύτητα, εξυπηρέτηση, αξία, παραγωγικότητα και ποιότητα), διορθώνει τα προβλήματα απόδοσης που έχετε και συντείνει στη δημιουργία κινήτρων, εργασιακής ικανοποίησης, κυριότητας, υπευθυνότητας και αφοσίωσης (για σένα και τους υφιστάμενους σου) (και γιατί/πώς); Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου) το Σ.Α.Π. να βελτιώνει την απόδοση και τα κίνητρα κλπ.;

2) Εσύ και οι υφιστάμενοί σου πιστεύετε ότι το υφιστάμενο Σ.Α.Π. χρειάζεται να τροποποιηθεί έτσι ώστε να βελτιωθεί η προσωπική απόδοση των υπαλλήλων και η απόδοση του Οργανισμού και να ενισχυθούν τα κίνητρα, η εργασιακή ικανοποίηση, η κυριότητα, η υπευθυνότητα και η αφοσίωση (και γιατί/πώς); Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, το Σ.Α.Π. να τροποποιείται έτσι ώστε να συντείνει στη βελτίωση της απόδοσης και των κινήτρων κλπ.;

3) Εσύ και οι υφιστάμενοί σου συμφωνείτε και καθορίζετε από κοινού τους στόχους των υφιστάμενων (“smart”, συνάδουν με τους στόχους του Οργανισμού, διευκολύνσεις); Πως αυτό το στάδιο και αυτή η σχέση επηρεάζουν την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για τους υφιστάμενους σου), σε σχέση με την απόδοση, να συμφωνείτε και να καθορίζετε από κοινού με τους υφιστάμενους τους στόχους τους (“smart”, διευκολύνσεις);

3) Εσύ και ο αξιολογητής σου συμφωνείτε και καθορίζετε από κοινού τους στόχους σου (“smart”, συνάδουν με τους στόχους του Οργανισμού, διευκολύνσεις); Πως αυτό το στάδιο και αυτή η σχέση επηρεάζουν την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να συμφωνείς και να καθορίζεις από κοινού με τον αξιολογητή σου τους στόχους σου (“smart”, διευκολύνσεις);

4) Ποιες από τις ακόλουθες μεθόδους μέτρησης ή αξιολόγησης (κάποιες από τις μεθόδους είναι πιο δαπανηρές και χρονοβόρες από κάποιες άλλες) προτιμάς και ποιες οι υφιστάμενοί σου και γιατί: το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”: κάποια κριτήρια βαθμολογούνται από τους προϊστάμενους οι οποίοι μπορεί να είναι οι άμεσα προϊστάμενοι ή όχι), το σύστημα κατάταξης με σειρά (“ranking system”: οι υπάλληλοι κατατάσσονται με σειρά από τους προϊστάμενους σύμφωνα με κάποια κριτήρια), την ανατροφοδότηση των 360 μοιρών (“360-degree feedback”: αξιολόγηση κριτηρίων ή/και στόχων από τους προϊστάμενους, τους υφιστάμενους και τους ομοιόβαθμους καθώς επίσης και αυτοαξιολόγηση), τα κρίσιμα

περιστατικά (“critical incidents”: αξιολόγηση βάσει ευνοϊκών και δυσμενών περιστατικών), την αφηγηματική έκθεση (“narrative report”: έκθεση που ετοιμάζεται από τον αξιολογητή και που μπορεί να περιέχει οτιδήποτε επιθυμεί να αναφέρει ο αξιολογητής), τους στόχους (“objectives or goals”: βλέπε πιο πάνω), ένα συνδυασμό των πιο πάνω μεθόδων; Πως αυτή σας η προτίμηση (που μπορεί να συνάδει ή να μην συνάδει με τη μέθοδο αξιολόγησης στον Κ.Ο.Τ.) επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, να χρησιμοποιείται η σωστή μέθοδος μέτρησης ή αξιολόγησης;

5) Εσύ και οι υφιστάμενοι σου θεωρείτε ότι η υφιστάμενη σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη και γιατί (λάβε υπόψη επίσης το γεγονός ότι δεν είσαι αξιολογητής παρόλο που επιβλέπεις την εργασία άλλων ατόμων); Εάν όχι, από ποιους πρέπει να απαρτίζονται οι ομάδες αξιολόγησης (αριθμός και ιδιότητα των αξιολογητών π.χ. μόνο ο άμεσα προϊστάμενος και ο τμηματάρχης); Πως αυτό (εάν η σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη ή όχι) επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, η σύνθεση των ομάδων αξιολόγησης να είναι κατάλληλη;

6) Εσύ και οι υφιστάμενοι σου θεωρείτε πως τα κριτήρια που αξιολογούνται με το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”) είναι επαρκή και κατάλληλα και γιατί; Εάν όχι, ποια κριτήρια θεωρείτε εσύ και οι υφιστάμενοι σου ως κατάλληλα; Πως αυτό (εάν τα κριτήρια είναι επαρκή και κατάλληλα ή όχι) επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά κριτήρια αξιολόγησης;

7) Ποια μέτρα πρέπει να χρησιμοποιούνται για τη μέτρηση της απόδοσης των υφιστάμενων σου και γιατί (πώς να μετριέται η αποτελεσματικότητα, η αποδοτικότητα, η ταχύτητα, η παραγωγικότητα, η ποιότητα κλπ. του ατόμου και του Οργανισμού); Ποια μέτρα χρησιμοποιείτε εσύ και οι υφιστάμενοι σου στο παρόν στάδιο; Πως αυτό επηρεάζει την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για τους υφιστάμενους σου), σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά μέτρα απόδοσης;

7) Ποια μέτρα πρέπει να χρησιμοποιούνται για τη μέτρηση της απόδοσης σου και γιατί (πώς να μετριέται η αποτελεσματικότητα, η αποδοτικότητα, η ταχύτητα, η παραγωγικότητα, η ποιότητα κλπ. του ατόμου και του Οργανισμού); Ποια μέτρα χρησιμοποιείτε εσύ και ο αξιολογητής σου στο παρόν στάδιο; Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά μέτρα απόδοσης;

8) Εάν σου δινόταν η ευκαιρία να αξιολογήσεις τους υφιστάμενους σου, θα τους αξιολογούσες βάσει της απόδοσης ή της προσωπικότητας και γιατί; Πως αυτό θα επηρεάζε την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για τους υφιστάμενους σου), σε σχέση με την απόδοση, οι υφιστάμενοι ή αξιολογούμενοι να αξιολογούνται βάσει της απόδοσης αντί της προσωπικότητας;

8) Ο αξιολογητής σου, σε αξιολογεί βάσει της απόδοσης ή της προσωπικότητας σου και γιατί; Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με

την απόδοση, οι αξιολογούμενοι να αξιολογούνται βάσει της απόδοσης αντί της προσωπικότητας;

9) Παρέχεις τη σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των υφιστάμενων σου (π.χ. επικοινωνιακή, αποτελεσματική, ισορροπημένη μεταξύ των θετικών και αρνητικών στοιχείων, έγκαιρη, τακτική, συγκεκριμένη, ακριβής, αντικειμενική, στοιχειοθετημένη, followed up: παρακολουθείται η πρόοδος της) (επικοινωνία, παρακολούθηση της προόδου, εκπαίδευση και καθοδήγηση, σχέδια δράσης, σχέση που χαρακτηρίζεται με ειλικρίνεια και εμπιστοσύνη, συνεντεύξεις αξιολόγησης); Πως αυτό επηρεάζει την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για τους υφιστάμενους σου), σε σχέση με την απόδοση, να παρέχεται σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των υφιστάμενων;

9) Ο αξιολογητής σου, σου παρέχει τη σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση σου (π.χ. επικοινωνιακή, αποτελεσματική, ισορροπημένη μεταξύ των θετικών και αρνητικών στοιχείων, έγκαιρη, τακτική, συγκεκριμένη, ακριβής, αντικειμενική, στοιχειοθετημένη, followed up: παρακολουθείται η πρόοδος της) (επικοινωνία, παρακολούθηση της προόδου, εκπαίδευση και καθοδήγηση, σχέδια δράσης, σχέση που χαρακτηρίζεται με ειλικρίνεια και εμπιστοσύνη, συνεντεύξεις αξιολόγησης); Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να παρέχεται σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των αξιολογούμενων;

10) Εσύ και οι υφιστάμενοι σου πιστεύετε ότι υπάρχει συμμετοχή (διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού π.χ. κατά τη διάρκεια του καθορισμού των στόχων ή των επιπέδων απόδοσης και των μέτρων απόδοσης ή των μεθόδων μέτρησης, της ανατροφοδότησης (feedback), της συμπλήρωσης των εντύπων αξιολόγησης, της αυτοαξιολόγησης, της συνέντευξης αξιολόγησης, της αξιολόγησης του Σ.Α.Π.; Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, να υπάρχει συμμετοχή (διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού;

11) Εάν σου δινόταν η ευκαιρία να αξιολογήσεις τους υφιστάμενους σου, θα προσπαθούσες να κατέχεις τις σωστές γνώσεις και δεξιότητες αξιολόγησης και να λαμβάνεις επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογούσες τους υφιστάμενους σου αποτελεσματικά; Πως αυτό θα επηρέαζε την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για τους υφιστάμενους σου), σε σχέση με την απόδοση, οι προϊστάμενοι ή αξιολογητές να κατέχουν τις σωστές γνώσεις και δεξιότητες αξιολόγησης και να λαμβάνουν επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογούν τους υφιστάμενους ή αξιολογούμενους τους αποτελεσματικά;

11) Ο αξιολογητής σου κατέχει τις σωστές γνώσεις και δεξιότητες αξιολόγησης και λαμβάνει επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να σε αξιολογεί αποτελεσματικά; Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, οι αξιολογητές να κατέχουν τις σωστές γνώσεις και δεξιότητες αξιολόγησης και να λαμβάνουν επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογούν τους αξιολογούμενους τους αποτελεσματικά;

12) Εσύ και οι υφιστάμενοι σου προτιμάτε όπως η βάση της μισθοδοσίας σας να είναι “μισθοδοσία βάσει απόδοσης” (“performance related pay”) και γιατί (μισθοδοσία βάσει απόδοσης: η μισθοδοσία εξαρτάται από την απόδοση σε αντίθεση με τη μισθοδοσία στο δημόσιο τομέα η οποία δεν συνδέεται με την απόδοση και όπου οι αυξήσεις είναι αυτόματες και η εργοδότηση δεν τερματίζεται) (χρειάζεται να εφαρμοστεί πρώτα ένα υγιές Σ.Α.Π. πάνω στο οποίο θα βασιστεί η εισαγωγή της μισθοδοσίας βάσει απόδοσης); Πως αυτή σας η προτίμηση επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, η αμοιβή/μισθοδοσία να είναι βάσει της απόδοσης;

13) Εσύ και οι υφιστάμενοι σου θέλετε να αμείβεστε με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές και γιατί (χρηματικές και μη χρηματικές αμοιβές π.χ. bonus: επιπρόσθετες αμοιβές) (οι ηθικές αμοιβές θα μπορούσαν να εφαρμοστούν για τους υπαλλήλους του δημόσιου τομέα π.χ. empowerment, ανάγκη για υψηλές επιτεύξεις, εμπλοκή, εκπαίδευση, θετική ανατροφοδότηση: positive feedback, αναγνώριση, δημόσια αναγνώριση και εκτίμηση, ασφάλεια για την εργασία); Δώσε παραδείγματα. Πως αυτή σας η ανάγκη επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, να αμείβεστε με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές;

14) Εσύ και οι υφιστάμενοι σου πιστεύετε ότι υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία (π.χ. “central rating bias”: αξιολόγηση που μεροληπτικά τείνει στο κέντρο της βαθμολογικής κλίμακας έτσι ώστε ο αξιολογητής να βρίσκεται εκ του ασφαλούς αφού δεν μπορεί να πει εύκολα κάποιος ότι έκανε λάθος και που γίνεται επίσης όταν ο αξιολογητής δεν γνωρίζει την απόδοση του υπαλλήλου καθώς επίσης και για να μην χρειάζεται να αιτιολογεί την απόδοση των εξαιρετών υπαλλήλων και αυτών που δεν ανταποκρίνονται στο αναμενόμενο επίπεδο, “leniency bias” : μεροληψία βάσει επιεικείας, “strictness bias” : μεροληψία βάσει αυστηρότητας, “recency bias” : μεροληψία βάσει των πιο πρόσφατων γεγονότων, “cultural bias” : μεροληψία βάσει κουλτούρας, “halo effect” : μεροληψία βάσει ενός συγκεκριμένου τομέα στον οποίο υπερτερεί ή υστερεί ο υπάλληλος και ο οποίος τομέας επισκιάζει όλους τους υπόλοιπους τομείς της εργασίας του, διαπροσωπικές σχέσεις {αποφυγή συγκρούσεων}, επιδράσεις που πηγάζουν από τον Οργανισμό: η χρήση της βαθμολογίας επηρεάζει τα αποτελέσματα π.χ. επιεικής βαθμολογία για σκοπούς μισθοδοσίας και προαγωγών {π.χ. βαθμολογείται κάποιος ως “εξαιρετός”} και αυστηρή βαθμολογία για σκοπούς ανάπτυξης, αυστηρή βαθμολογία όταν ο αξιολογητής και ο αξιολογούμενος δεν έχουν καλή σχέση, απουσία προθυμίας από τους αξιολογητές για σωστή βαθμολογία εξαιτίας πολιτικών σκοπιμοτήτων, συνειδητή διαστρέβλωση της βαθμολογίας που αποσκοπεί στην επίτευξη των επιθυμητών αποτελεσμάτων {π.χ. προαγωγή} έστω και εάν οι αξιολογητές γνωρίζουν πώς να παράσχουν ακριβείς βαθμολογίες, η διαστρέβλωση της βαθμολογίας θεωρείται από τους αξιολογητές ως απαραίτητη και ωφέλιμη αφού θεωρούν ότι οι ειλικρινείς βαθμολογίες θα έκαναν ζημιά παρά καλό καθώς επίσης και για να μεγιστοποιούνται οι αμοιβές και να μειώνονται στο ελάχιστο οι κυρώσεις {έτσι ώστε να αποφεύγονται οι διαπροσωπικές δυσκολίες με τους υφιστάμενους} και για να επιτυγχάνεται ή να διατηρείται η ισότητα μέσα σε μια ομάδα εργασίας); Δώσε παραδείγματα. Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση



των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, να μην υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία;

15) Εσύ και οι υφιστάμενοι σου πιστεύετε ότι οι ενστάσεις πρέπει να εξετάζονται από την ίδια ομάδα αξιολόγησης (που έκανε την αρχική αξιολόγηση) χωρίς τη συμμετοχή άλλων ανεξάρτητων ατόμων (και γιατί); Πως αυτή σας η άποψη επηρεάζει την απόδοση σου και την απόδοση των υφιστάμενων σου; Πόσο σημαντικό είναι (για σένα και τους υφιστάμενους σου), σε σχέση με την απόδοση, άλλα ανεξάρτητα άτομα να συμμετέχουν στην εξέταση των ενστάσεων;

**INTERVIEW CHECKLIST FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITHOUT SUBORDINATES) (ENGLISH)**

**Research Project on Performance Appraisals**

**Interview Checklist -Appraisee**

**(employees who are only appraisees and do not have subordinates)**

1) Do you think that the current CTO PAS enhances your performance (effectiveness, efficiency, speed, service, value, productivity and quality), corrects your performance problems and helps in the creation of motivation, job satisfaction, ownership, responsibility and commitment (and why/how)? How important is it for the PAS to enhance performance and motivation etc.?

2) Do you believe that the current PAS needs to change so that organisational and individual performance can improve and motivation, job satisfaction, ownership, responsibility and commitment can enhance (and why/how)? What effect does this belief have on your performance? How important is it, in relation to performance, for the PAS to change so as to help in the improvement of performance and motivation etc.?

3) Do you agree and set together with your appraiser your work goals or targets (“smart”, consistent with organisational goals, facilitation)? What effect does this stage and relationship have on your performance? How important is it, in relation to performance, to set “smart” goals or targets (inc. facilitation) and to do that together with the appraiser?

4) Which of the following methods of measurement or assessment (some of the methods are more costly and time consuming than others) do you prefer and why: the current rating scale system (certain qualities are rated by the superiors who may be the immediate superiors or not), the ranking system (employees are ranked against certain qualities by the superiors), the 360-degree feedback (inc. self-appraisal) (assessment of qualities and/or objectives by superiors, subordinates and peers), the critical incidents (assessed on favourable and unfavourable incidents), the narrative report (prepared by the appraiser and could contain anything the appraiser wishes to mention), the objectives or goals (see above), a combination of the above methods? What effect does this preference (which may be consistent or inconsistent with what is practised at CTO) have on your performance? How important is it, in relation to performance, to use the right method of measurement or assessment?

5) Do you find the current composition of the appraisal teams suitable and why? If not, how should the appraisal teams be composed of (number and capacity of appraisers e.g. only the immediate superior and the head of the department)? What effect does this (the composition of the appraisal teams being suitable or not) have on your performance? How important is it, in relation to performance, for the appraisal teams to be suitably composed of?

6) Do you find the qualities or criteria which are assessed with the current rating scale system sufficient and suitable and why? If not, what are the qualities or criteria which are suitable for you? What effect does this (the criteria being sufficient and suitable or not) have on your performance? How important is it, in relation to performance, to use the right assessment qualities and criteria?

7) What are the measures that need to be used for measuring your performance and why (how to measure individual and organisational effectiveness, efficiency, productivity, quality, speed etc.)? What measures do you and your appraiser actually use? What effect does this have on your performance? How important is it, in relation to performance, to use the right performance measures?

8) Does your appraiser assess you on the basis of performance or personality and why? What effect does this have on your performance? How important is it, in relation to performance, for the appraisees to be assessed on performance instead of personality?

9) Does your appraiser provide you with proper feedback on your performance (e.g. constructive, effective, balanced between positive and negative, timely, frequent, specific, accurate, objective, examples and evidence, followed-up) (inc. progress monitoring, action plans, communication, coaching, honest/trustful relationship, appraisal interviews)? What effect does this have on your performance? How important is it, in relation to performance, to provide proper feedback on appraisees' performance?

10) Do you believe that there is participation (consultation and agreement) by all concerned at all stages of the performance appraisal process e.g. during the setting of performance goals or standards, performance measures or methods of measurement, feedback, the completion of rating forms, self-evaluation, the appraisal interview, the evaluation of the PAS? What effect does this belief have on your performance? How important is it, in relation to performance, to have participation (consultation and agreement) by all concerned at all stages of the performance appraisal process?

11) Does your appraiser have the right appraisal skills and knowledge and he or she receives sufficient and frequent appraisal training so as to assess you effectively? What effect does this have on your performance? How important is it, in relation to performance, for appraisers to have the right appraisal skills and knowledge and to receive sufficient and frequent appraisal training so as to assess their appraisees effectively?

12) Do you prefer the basis of your payment to be the "performance related pay" and why (performance related pay: pay depending on performance unlike the public sector pay where performance is irrelevant and increments are automatic and termination is not an option) (need a sound PAS first before introducing performance related pay)? What effect does this preference have on your performance? How important is it, in relation to performance, to be rewarded on the basis of performance?

13) Do you want to be rewarded with other types of recognition or rewards apart from promotions and why (both non-monetary and monetary rewards e.g. bonus) (intrinsic rewards may be applicable to public sector employees e.g. empowerment, high achievement needs, involvement, learning, positive feedback, acknowledgement,

public appreciation, job security)? Give examples. What effect does this need have on your performance? How important is it, in relation to performance, to be rewarded with other types of recognition or rewards apart from promotions?

14) Do you believe that there is ratings distortion, discrimination and bias (e.g. central rating bias so as to be on the safe side and when not knowing the performance of employee as well as avoiding to justify outstanding and underperformers, leniency bias, strictness bias, recency bias, cultural bias, halo effect, interpersonal relations {conflict avoidance}, organisational influences: use of ratings influences the results e.g. lenient ratings for pay and promotion purposes {e.g. rated as "excellent"} and strict ratings for developmental purposes, strict ratings when the appraiser and appraisee do not get on, no willingness to provide accurate ratings due to politics etc., conscious manipulation of ratings for achieving desired outcomes {e.g. promotion} even if appraisers know how to provide accurate ratings, distortion seen by appraisers as necessary and beneficial as frank ratings would do more harm than good and also for maximising rewards and minimising punishments {to avoid interpersonal difficulties with subordinates} as well as for achieving or maintaining equity within a work group)? Give examples. What effect does this belief have on your performance? How important is it, in relation to performance, for ratings distortion, discrimination and bias not to be present?

15) Do you believe that appeals should be examined by the same appraisal team (which made the assessment in the first place) without the participation of other independent persons (and why)? What effect does this belief have on your performance? How important is it, in relation to performance, for other independent persons to participate in the examination of appeals?

## INTERVIEW CHECKLIST FOR THE PRELIMINARY INTERVIEWS WITH THE APPRAISEES (WITHOUT SUBORDINATES) (GREEK)

### Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

#### Κατάλογος Ερωτήσεων: Αξιολογούμενος

(υπάλληλοι οι οποίοι είναι αξιολογούμενοι και δεν έχουν υφιστάμενους)

- 1) Νομίζεις ότι το υφιστάμενο Σύστημα Αξιολόγησης Προσωπικού (Σ.Α.Π.) του Κ.Ο.Τ. βελτιώνει την απόδοση σου (αποτελεσματικότητα, αποδοτικότητα, ταχύτητα, εξυπηρέτηση, αξία, παραγωγικότητα και ποιότητα), διορθώνει τα προβλήματα απόδοσης που έχεις και συντείνει στη δημιουργία κινήτρων, εργασιακής ικανοποίησης, κυριότητας, υπευθυνότητας και αφοσίωσης (και γιατί/πώς); Πόσο σημαντικό είναι το Σ.Α.Π. να βελτιώνει την απόδοση και τα κίνητρα κλπ.;
- 2) Πιστεύεις ότι το υφιστάμενο Σ.Α.Π. χρειάζεται να τροποποιηθεί έτσι ώστε να βελτιωθεί η προσωπική απόδοση των υπαλλήλων και η απόδοση του Οργανισμού και να ενισχυθούν τα κίνητρα, η εργασιακή ικανοποίηση, η κυριότητα, η υπευθυνότητα και η αφοσίωση (και γιατί/πώς); Πως αυτή σου η άποψη επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, το Σ.Α.Π. να τροποποιείται έτσι ώστε να συντείνει στη βελτίωση της απόδοσης και των κινήτρων κλπ.;
- 3) Εσύ και ο αξιολογητής σου συμφωνείτε και καθορίζετε από κοινού τους στόχους σου (“smart”, συνάδουν με τους στόχους του Οργανισμού, διευκολύνσεις); Πως αυτό το στάδιο και αυτή η σχέση επηρεάζουν την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να συμφωνείς και να καθορίζεις από κοινού με τον αξιολογητή σου τους στόχους σου (“smart”, διευκολύνσεις);
- 4) Ποιες από τις ακόλουθες μεθόδους μέτρησης ή αξιολόγησης (κάποιες από τις μεθόδους είναι πιο δαπανηρές και χρονοβόρες από κάποιες άλλες) προτιμάς και γιατί: το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”: κάποια κριτήρια βαθμολογούνται από τους προϊστάμενους οι οποίοι μπορεί να είναι οι άμεσα προϊστάμενοι ή όχι), το σύστημα κατάταξης με σειρά (“ranking system”: οι υπάλληλοι κατατάσσονται με σειρά από τους προϊστάμενους σύμφωνα με κάποια κριτήρια), την ανατροφοδότηση των 360 μοιρών (“360-degree feedback”: αξιολόγηση κριτηρίων ή/και στόχων από τους προϊστάμενους, τους υφιστάμενους και τους ομοιόβαθμους καθώς επίσης και αυτοαξιολόγηση), τα κρίσιμα περιστατικά (“critical incidents”: αξιολόγηση βάσει ευνοϊκών και δυσμενών περιστατικών), την αφηγηματική έκθεση (“narrative report”: έκθεση που ετοιμάζεται από τον αξιολογητή και που μπορεί να περιέχει οτιδήποτε επιθυμεί να αναφέρει ο αξιολογητής), τους στόχους (“objectives or goals”: βλέπε πιο πάνω), ένα συνδυασμό των πιο πάνω μεθόδων; Πως αυτή σου η προτίμηση (που μπορεί να συνάδει ή να μην συνάδει με τη μέθοδο αξιολόγησης στον Κ.Ο.Τ.) επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να χρησιμοποιείται η σωστή μέθοδος μέτρησης ή αξιολόγησης;
- 5) Θεωρείς ότι η υφιστάμενη σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη και γιατί; Εάν όχι, από ποιους πρέπει να απαρτίζονται οι ομάδες αξιολόγησης (αριθμός

και ιδιότητα των αξιολογητών π.χ. μόνο ο άμεσα προϊστάμενος και ο τμηματάρχης); Πως αυτό (εάν η σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη ή όχι) επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, η σύνθεση των ομάδων αξιολόγησης να είναι κατάλληλη;

6) Θεωρείς πως τα κριτήρια που αξιολογούνται με το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”) είναι επαρκή και κατάλληλα και γιατί; Εάν όχι, ποια κριτήρια θεωρείς εσύ ως κατάλληλα; Πως αυτό (εάν τα κριτήρια είναι επαρκή και κατάλληλα ή όχι) επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά κριτήρια αξιολόγησης;

7) Ποια μέτρα πρέπει να χρησιμοποιούνται για τη μέτρηση της απόδοσης σου και γιατί (πώς να μετριέται η αποτελεσματικότητα, η αποδοτικότητα, η ταχύτητα, η παραγωγικότητα, η ποιότητα κλπ. του ατόμου και του Οργανισμού); Ποια μέτρα χρησιμοποιείτε εσύ και ο αξιολογητής σου στο παρόν στάδιο; Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά μέτρα απόδοσης;

8) Ο αξιολογητής σου, σε αξιολογεί βάσει της απόδοσης ή της προσωπικότητας σου και γιατί; Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, οι αξιολογούμενοι να αξιολογούνται βάσει της απόδοσης αντί της προσωπικότητας;

9) Ο αξιολογητής σου, σου παρέχει τη σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση σου (π.χ. επικοινωνιακή, αποτελεσματική, ισορροπημένη μεταξύ των θετικών και αρνητικών στοιχείων, έγκαιρη, τακτική, συγκεκριμένη, ακριβής, αντικειμενική, στοιχειοθετημένη, followed up: παρακολουθείται η πρόοδος της) (επικοινωνία, παρακολούθηση της προόδου, εκπαίδευση και καθοδήγηση, σχέδια δράσης, σχέση που χαρακτηρίζεται με ειλικρίνεια και εμπιστοσύνη, συνεντεύξεις αξιολόγησης); Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να παρέχεται σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των αξιολογούμενων;

10) Πιστεύεις ότι υπάρχει συμμετοχή (διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού π.χ. κατά τη διάρκεια του καθορισμού των στόχων ή των επιπέδων απόδοσης και των μέτρων απόδοσης ή των μεθόδων μέτρησης, της ανατροφοδότησης (feedback), της συμπλήρωσης των εντύπων αξιολόγησης, της αυτοαξιολόγησης, της συνέντευξης αξιολόγησης, της αξιολόγησης του Σ.Α.Π.; Πως αυτή σου η άποψη επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να υπάρχει συμμετοχή (διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού;

11) Ο αξιολογητής σου κατέχει τις σωστές γνώσεις και δεξιότητες αξιολόγησης και λαμβάνει επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να σε αξιολογεί αποτελεσματικά; Πως αυτό επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, οι αξιολογητές να κατέχουν τις σωστές γνώσεις και δεξιότητες αξιολόγησης και να λαμβάνουν επαρκή και τακτική

εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογούν τους αξιολογούμενους τους αποτελεσματικά;

12) Προτιμάς όπως η βάση της μισθοδοσίας σου να είναι “μισθοδοσία βάσει απόδοσης” (“performance related pay”) και γιατί (μισθοδοσία βάσει απόδοσης: η μισθοδοσία εξαρτάται από την απόδοση σε αντίθεση με τη μισθοδοσία στο δημόσιο τομέα η οποία δεν συνδέεται με την απόδοση και όπου οι αυξήσεις είναι αυτόματες και η εργοδότηση δεν τερματίζεται) (χρειάζεται να εφαρμοστεί πρώτα ένα υγιές Σ.Α.Π. πάνω στο οποίο θα βασιστεί η εισαγωγή της μισθοδοσίας βάσει απόδοσης); Πως αυτή σου η προτίμηση επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, η αμοιβή/μισθοδοσία να είναι βάσει της απόδοσης;

13) Θέλεις να αμείβεσαι με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές και γιατί (χρηματικές και μη χρηματικές αμοιβές π.χ. bonus: επιπρόσθετες αμοιβές) (οι ηθικές αμοιβές θα μπορούσαν να εφαρμοστούν για τους υπαλλήλους του δημόσιου τομέα π.χ. empowerment, ανάγκη για υψηλές επιτεύξεις, εμπλοκή, εκπαίδευση, θετική ανατροφοδότηση: positive feedback, αναγνώριση, δημόσια αναγνώριση και εκτίμηση, ασφάλεια για την εργασία); Δώσε παραδείγματα. Πως αυτή σου η ανάγκη επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, να αμείβεσαι με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές;

14) Πιστεύεις ότι υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία (π.χ. “central rating bias”: αξιολόγηση που μεροληπτικά τείνει στο κέντρο της βαθμολογικής κλίμακας έτσι ώστε ο αξιολογητής να βρίσκεται εκ του ασφαλούς αφού δεν μπορεί να πει εύκολα κάποιος ότι έκανε λάθος και που γίνεται επίσης όταν ο αξιολογητής δεν γνωρίζει την απόδοση του υπαλλήλου καθώς επίσης και για να μην χρειάζεται να αιτιολογεί την απόδοση των εξαιρετών υπαλλήλων και αυτών που δεν ανταποκρίνονται στο αναμενόμενο επίπεδο, “leniency bias” : μεροληψία βάσει επιεικειάς, “strictness bias” : μεροληψία βάσει αυστηρότητας, “recency bias” : μεροληψία βάσει των πιο πρόσφατων γεγονότων, “cultural bias” : μεροληψία βάσει κουλτούρας, “halo effect” : μεροληψία βάσει ενός συγκεκριμένου τομέα στον οποίο υπερτερεί ή υστερεί ο υπάλληλος και ο οποίος τομέας επισκιάζει όλους τους υπόλοιπους τομείς της εργασίας του, διαπροσωπικές σχέσεις {αποφυγή συγκρούσεων}, επιδράσεις που πηγάζουν από τον Οργανισμό: η χρήση της βαθμολογίας επηρεάζει τα αποτελέσματα π.χ. επιεικής βαθμολογία για σκοπούς μισθοδοσίας και προαγωγών {π.χ. βαθμολογείται κάποιος ως “εξαιρετός”} και αυστηρή βαθμολογία για σκοπούς ανάπτυξης, αυστηρή βαθμολογία όταν ο αξιολογητής και ο αξιολογούμενος δεν έχουν καλή σχέση, απουσία προθυμίας από τους αξιολογητές για σωστή βαθμολογία εξαιτίας πολιτικών σκοπιμοτήτων, συνειδητή διαστρέβλωση της βαθμολογίας που αποσκοπεί στην επίτευξη των επιθυμητών αποτελεσμάτων {π.χ. προαγωγή} έστω και εάν οι αξιολογητές γνωρίζουν πώς να παράσχουν ακριβείς βαθμολογίες, η διαστρέβλωση της βαθμολογίας θεωρείται από τους αξιολογητές ως απαραίτητη και ωφέλιμη αφού θεωρούν ότι οι ελικρινείς βαθμολογίες θα έκαναν ζημιά παρά καλό καθώς επίσης και για να μεγιστοποιούνται οι αμοιβές και να μειώνονται στο ελάχιστο οι κυρώσεις {έτσι ώστε να αποφεύγονται οι διαπροσωπικές δυσκολίες με τους υφιστάμενους} και για να επιτυγχάνεται ή να διατηρείται η ισότητα μέσα σε μια ομάδα εργασίας); Δώσε παραδείγματα. Πως αυτή σου η άποψη επηρεάζει την απόδοση σου; Πόσο σημαντικό

είναι, σε σχέση με την απόδοση, να μην υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία;

15) Πιστεύεις ότι οι ενστάσεις πρέπει να εξετάζονται από την ίδια ομάδα αξιολόγησης (που έκανε την αρχική αξιολόγηση) χωρίς τη συμμετοχή άλλων ανεξάρτητων ατόμων (και γιατί); Πως αυτή σου η άποψη επηρεάζει την απόδοση σου; Πόσο σημαντικό είναι, σε σχέση με την απόδοση, άλλα ανεξάρτητα άτομα να συμμετέχουν στην εξέταση των ενστάσεων;



**INTERVIEW CHECKLIST FOR THE INTERVIEWS WITH THE TRADE UNION REPRESENTATIVES (ENGLISH)**

**Research Project on Performance Appraisals**

**Interview Checklist - Trade Union Representative**

- 1) Do you think that the current CTO PAS enhances employees' performance (effectiveness, efficiency, speed, service, value, productivity and quality), corrects their performance problems and helps in the creation of motivation, job satisfaction, ownership, responsibility and commitment (and why/how)? How important is it (for employees) for the PAS to enhance performance and motivation etc.?
- 2) Do you and employees believe that the current PAS needs to change so that organisational and individual performance can improve and motivation, job satisfaction, ownership, responsibility and commitment can enhance (and why/how)? What effect does this belief have on the performance of employees? How important is it (for employees), in relation to performance, for the PAS to change so as to help in the improvement of performance and motivation etc.?
- 3) Do the appraisers and appraisees agree and set together the appraisees' work goals or targets ("smart", consistent with organisational goals, facilitation)? What effect does this stage and relationship have on the performance of appraisers and appraisees? How important is it (for appraisers and appraisees), in relation to performance, to set "smart" goals or targets (inc. facilitation) and that to be done jointly by the appraisers and appraisees?
- 4) Which of the following methods of measurement or assessment (some of the methods are more costly and time consuming than others) do you and employees prefer and why: the current rating scale system (certain qualities are rated by the superiors who may be the immediate superiors or not), the ranking system (employees are ranked against certain qualities by the superiors), the 360-degree feedback (inc. self-appraisal) (assessment of qualities and/or objectives by superiors, subordinates and peers), the critical incidents (assessed on favourable and unfavourable incidents), the narrative report (prepared by the appraiser and could contain anything the appraiser wishes to mention), the objectives or goals (see above), a combination of the above methods? What effect does this preference (which may be consistent or inconsistent with what is practised at CTO) have on the performance of employees? How important is it (for employees), in relation to performance, to use the right method of measurement or assessment?
- 5) Do you and employees find the current composition of the appraisal teams suitable and why? If not, how should the appraisal teams be composed of (number and capacity of appraisers e.g. only the immediate superior and the head of the department)? What effect does this (the composition of the appraisal teams being suitable or not) have on the performance of employees? How important is it (for employees), in relation to performance, for the appraisal teams to be suitably composed of?

- 6) Do you and employees find the qualities or criteria which are assessed with the current rating scale system sufficient and suitable and why? If not, what are the qualities or criteria which are suitable for the employees? What effect does this (the criteria being sufficient and suitable or not) have on the performance of employees? How important is it (for employees), in relation to performance, to use the right assessment qualities and criteria?
- 7) What are the measures that need to be used for measuring employees' performance and why (how to measure individual and organisational effectiveness, efficiency, productivity, quality, speed etc.)? What measures do the appraisers and appraisees actually use? What effect does this have on the performance of employees? How important is it (for employees), in relation to performance, to use the right performance measures?
- 8) Do the appraisers assess their appraisees on the basis of performance or personality and why? What effect does this have on the performance of appraisers and appraisees? How important is it (for appraisers and appraisees), in relation to performance, for the appraisees to be assessed on performance instead of personality?
- 9) Do the appraisers provide proper feedback on their appraisees' performance (e.g. constructive, effective, balanced between positive and negative, timely, frequent, specific, accurate, objective, examples and evidence, followed-up) (inc. progress monitoring, action plans, communication, coaching, honest/trustful relationship, appraisal interviews)? What effect does this have on the performance of appraisers and appraisees? How important is it (for appraisers and appraisees), in relation to performance, to provide proper feedback on appraisees' performance?
- 10) Do you and employees believe that there is participation (consultation and agreement) by all concerned at all stages of the performance appraisal process e.g. during the setting of performance goals or standards, performance measures or methods of measurement, feedback, the completion of rating forms, self-evaluation, the appraisal interview, the evaluation of the PAS? What effect does this belief have on the performance of employees? How important is it (for employees), in relation to performance, to have participation (consultation and agreement) by all concerned at all stages of the performance appraisal process?
- 11) Do the appraisers have the right appraisal skills and knowledge and they receive sufficient and frequent appraisal training so as to assess their appraisees effectively? What effect does this have on the performance of appraisers and appraisees? How important is it (for appraisers and appraisees), in relation to performance, for appraisers to have the right appraisal skills and knowledge and to receive sufficient and frequent appraisal training so as to assess their appraisees effectively?
- 12) Do you and employees prefer the basis of your payment to be the "performance related pay" and why (performance related pay: pay depending on performance unlike the public sector pay where performance is irrelevant and increments are automatic and termination is not an option) (need a sound PAS first before introducing performance related pay)? What effect does this preference have on the performance

of employees? How important is it (for employees), in relation to performance, to be rewarded on the basis of performance?

13) Do you and employees want to be rewarded with other types of recognition or rewards apart from promotions and why (both non-monetary and monetary rewards e.g. bonus) (intrinsic rewards may be applicable to public sector employees e.g. empowerment, high achievement needs, involvement, learning, positive feedback, acknowledgement, public appreciation, job security)? Give examples. What effect does this need have on the performance of employees? How important is it (for employees), in relation to performance, to be rewarded with other types of recognition or rewards apart from promotions?

14) Do you and employees believe that there is ratings distortion, discrimination and bias (e.g. central rating bias so as to be on the safe side and when not knowing the performance of employee as well as avoiding to justify outstanding and underperformers, leniency bias, strictness bias, recency bias, cultural bias, halo effect, interpersonal relations {conflict avoidance}, organisational influences: use of ratings influences the results e.g. lenient ratings for pay and promotion purposes {e.g. rated as “excellent”} and strict ratings for developmental purposes, strict ratings when the appraiser and appraisee do not get on, no willingness to provide accurate ratings due to politics etc., conscious manipulation of ratings for achieving desired outcomes {e.g. promotion} even if appraisers know how to provide accurate ratings, distortion seen by appraisers as necessary and beneficial as frank ratings would do more harm than good and also for maximising rewards and minimising punishments {to avoid interpersonal difficulties with subordinates} as well as for achieving or maintaining equity within a work group)? Give examples. What effect does this belief have on the performance of employees? How important is it (for employees), in relation to performance, for ratings distortion, discrimination and bias not to be present?

15) Do you and employees believe that appeals should be examined by the same appraisal team (which made the assessment in the first place) without the participation of other independent persons (and why)? What effect does this belief have on the performance of employees? How important is it (for employees), in relation to performance, for other independent persons to participate in the examination of appeals?

## INTERVIEW CHECKLIST FOR THE INTERVIEWS WITH THE TRADE UNION REPRESENTATIVES (GREEK)

### Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

#### Κατάλογος Ερωτήσεων: Εκπρόσωπος Συντεχνίας

1) Νομίζεις ότι το υφιστάμενο Σύστημα Αξιολόγησης Προσωπικού (Σ.Α.Π.) του Κ.Ο.Τ. βελτιώνει την απόδοση των υπαλλήλων (αποτελεσματικότητα, αποδοτικότητα, ταχύτητα, εξυπηρέτηση, αξία, παραγωγικότητα και ποιότητα), διορθώνει τα προβλήματα απόδοσης που έχουν και συντείνει στη δημιουργία κινήτρων, εργασιακής ικανοποίησης, κυριότητας, υπευθυνότητας και αφοσίωσης (και γιατί/πώς); Πόσο σημαντικό είναι για τους υπάλληλους το Σ.Α.Π. να βελτιώνει την απόδοση και τα κίνητρα κλπ.;

2) Εσύ και οι υπάλληλοι πιστεύετε ότι το υφιστάμενο Σ.Α.Π. χρειάζεται να τροποποιηθεί έτσι ώστε να βελτιωθεί η προσωπική απόδοση των υπαλλήλων και η απόδοση του Οργανισμού και να ενισχυθούν τα κίνητρα, η εργασιακή ικανοποίηση, η κυριότητα, η υπευθυνότητα και η αφοσίωση (και γιατί/πώς); Πως αυτή σας η άποψη επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπάλληλους), σε σχέση με την απόδοση, το Σ.Α.Π. να τροποποιείται έτσι ώστε να συντείνει στη βελτίωση της απόδοσης και των κινήτρων κλπ.;

3) Οι αξιολογητές και οι αξιολογούμενοι συμφωνούν και καθορίζουν από κοινού τους στόχους των αξιολογούμενων (“smart”, συνάδουν με τους στόχους του Οργανισμού, διευκολύνσεις); Πως αυτό το στάδιο και αυτή η σχέση επηρεάζουν την απόδοση αξιολογητών και των αξιολογούμενων; Πόσο σημαντικό είναι (για τους αξιολογητές και τους αξιολογούμενους), σε σχέση με την απόδοση, οι αξιολογητές να συμφωνούν και να καθορίζουν από κοινού με τους αξιολογούμενους τους στόχους τους (“smart”, διευκολύνσεις);

4) Ποιες από τις ακόλουθες μεθόδους μέτρησης ή αξιολόγησης (κάποιες από τις μεθόδους είναι πιο δαπανηρές και χρονοβόρες από κάποιες άλλες) προτιμάς και ποιες οι υπάλληλοι και γιατί: το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”: κάποια κριτήρια βαθμολογούνται από τους προϊστάμενους οι οποίοι μπορεί να είναι οι άμεσα προϊστάμενοι ή όχι), το σύστημα κατάταξης με σειρά (“ranking system”: οι υπάλληλοι κατατάσσονται με σειρά από τους προϊστάμενους σύμφωνα με κάποια κριτήρια), την ανατροφοδότηση των 360 μοιρών (“360-degree feedback”: αξιολόγηση κριτηρίων ή/και στόχων από τους προϊστάμενους, τους υφιστάμενους και τους ομοιοβαθμους καθώς επίσης και αυτοαξιολόγηση), τα κρίσιμα περιστατικά (“critical incidents”: αξιολόγηση βάσει ευνοϊκών και δυσμενών περιστατικών), την αφηγηματική έκθεση (“narrative report”: έκθεση που ετοιμάζεται από τον αξιολογητή και που μπορεί να περιέχει οτιδήποτε επιθυμεί να αναφέρει ο αξιολογητής), τους στόχους (“objectives or goals”: βλέπε πιο πάνω), ένα συνδυασμό των πιο πάνω μεθόδων; Πως αυτή σας η προτίμηση (που μπορεί να συνάδει ή να μην συνάδει με τη μέθοδο αξιολόγησης στον Κ.Ο.Τ.) επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, να χρησιμοποιείται η σωστή μέθοδος μέτρησης ή αξιολόγησης;

5) Εσύ και οι υπάλληλοι θεωρείτε ότι η υφιστάμενη σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη και γιατί; Εάν όχι, από ποιους πρέπει να απαρτίζονται οι ομάδες αξιολόγησης (αριθμός και ιδιότητα των αξιολογητών π.χ. μόνο ο άμεσα προϊστάμενος και ο τμηματάρχης); Πως αυτό (εάν η σύνθεση των ομάδων αξιολόγησης είναι κατάλληλη ή όχι) επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, η σύνθεση των ομάδων αξιολόγησης να είναι κατάλληλη;

6) Εσύ και οι υπάλληλοι θεωρείτε πως τα κριτήρια που αξιολογούνται με το υφιστάμενο κλιμακωτό σύστημα βαθμολόγησης (“ratings scale system”) είναι επαρκή και κατάλληλα και γιατί; Εάν όχι, ποια κριτήρια θεωρείτε εσύ και οι υπάλληλοι ως κατάλληλα; Πως αυτό (εάν τα κριτήρια είναι επαρκή και κατάλληλα ή όχι) επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά κριτήρια αξιολόγησης;

7) Ποια μέτρα πρέπει να χρησιμοποιούνται για τη μέτρηση της απόδοσης των υπαλλήλων και γιατί (πώς να μετριέται η αποτελεσματικότητα, η αποδοτικότητα, η ταχύτητα, η παραγωγικότητα, η ποιότητα κλπ. του ατόμου και του Οργανισμού); Ποια μέτρα χρησιμοποιούν οι αξιολογητές και οι αξιολογούμενοι στο παρόν στάδιο; Πως αυτό επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, να χρησιμοποιούνται τα σωστά μέτρα απόδοσης;

8) Οι αξιολογητές αξιολογούν τους αξιολογούμενους τους βάσει της απόδοσης ή της προσωπικότητας και γιατί; Πως αυτό επηρεάζει την απόδοση των αξιολογητών και των αξιολογούμενων; Πόσο σημαντικό είναι (για τους αξιολογητές και τους αξιολογούμενους), σε σχέση με την απόδοση, οι αξιολογούμενοι να αξιολογούνται βάσει της απόδοσης αντί της προσωπικότητας;

9) Οι αξιολογητές παρέχουν τη σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των αξιολογούμενων τους (π.χ. εποικοδομητική, αποτελεσματική, ισορροπημένη μεταξύ των θετικών και αρνητικών στοιχείων, έγκαιρη, τακτική, συγκεκριμένη, ακριβής, αντικειμενική, στοιχειοθετημένη, followed up: παρακολουθείται η πρόοδος της) (επικοινωνία, παρακολούθηση της προόδου, εκπαίδευση και καθοδήγηση, σχέδια δράσης, σχέση που χαρακτηρίζεται με ειλικρίνεια και εμπιστοσύνη, συνεντεύξεις αξιολόγησης); Πως αυτό επηρεάζει την απόδοση των αξιολογητών και των αξιολογούμενων; Πόσο σημαντικό είναι (για τους αξιολογητές και τους αξιολογούμενους), σε σχέση με την απόδοση, να παρέχεται σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση των αξιολογούμενων;

10) Εσύ και οι υπάλληλοι πιστεύετε ότι υπάρχει συμμετοχή (διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού π.χ. κατά τη διάρκεια του καθορισμού των στόχων ή των επιπέδων απόδοσης και των μέτρων απόδοσης ή των μεθόδων μέτρησης, της ανατροφοδότησης (feedback), της συμπλήρωσης των εντύπων αξιολόγησης, της αυτοαξιολόγησης, της συνέντευξης αξιολόγησης, της αξιολόγησης του Σ.Α.Π.; Πως αυτή σας η άποψη επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, να υπάρχει συμμετοχή

(διαβούλευση και συμφωνία) από όλους τους εμπλεκόμενους και σε όλα τα στάδια της διαδικασίας της αξιολόγησης προσωπικού;

11) Οι αξιολογητές κατέχουν τις σωστές γνώσεις και δεξιότητες αξιολόγησης και λαμβάνουν επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογούν τους αξιολογούμενους τους αποτελεσματικά; Πως αυτό επηρεάζει την απόδοση των αξιολογητών και των αξιολογούμενων; Πόσο σημαντικό είναι (για τους αξιολογητές και τους αξιολογούμενους), σε σχέση με την απόδοση, οι αξιολογητές να κατέχουν τις σωστές γνώσεις και δεξιότητες αξιολόγησης και να λαμβάνουν επαρκή και τακτική εκπαίδευση που αφορά την αξιολόγηση ούτως ώστε να αξιολογούν τους αξιολογούμενους τους αποτελεσματικά;

12) Εσύ και οι υπάλληλοι προτιμάτε όπως η βάση της μισθοδοσίας σας να είναι “μισθοδοσία βάσει απόδοσης” (“performance related pay”) και γιατί (μισθοδοσία βάσει απόδοσης: η μισθοδοσία εξαρτάται από την απόδοση σε αντίθεση με τη μισθοδοσία στο δημόσιο τομέα η οποία δεν συνδέεται με την απόδοση και όπου οι αυξήσεις είναι αυτόματες και η εργοδότηση δεν τερματίζεται) (χρειάζεται να εφαρμοστεί πρώτα ένα υγιές Σ.Α.Π. πάνω στο οποίο θα βασιστεί η εισαγωγή της μισθοδοσίας βάσει απόδοσης); Πως αυτή σας η προτίμηση επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, η αμοιβή/μισθοδοσία να είναι βάσει της απόδοσης;

13) Εσύ και οι υπάλληλοι θέλετε να αμείβεστε με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές και γιατί (χρηματικές και μη χρηματικές αμοιβές π.χ. bonus: επιπρόσθετες αμοιβές) (οι ηθικές αμοιβές θα μπορούσαν να εφαρμοστούν για τους υπαλλήλους του δημόσιου τομέα π.χ. empowerment, ανάγκη για υψηλές επιτευξείς, εμπλοκή, εκπαίδευση, θετική ανατροφοδότηση: positive feedback, αναγνώριση, δημόσια αναγνώριση και εκτίμηση, ασφάλεια για την εργασία); Δώσε παραδείγματα. Πως αυτή σας η ανάγκη επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, οι υπάλληλοι να αμείβονται με άλλα είδη αναγνώρισης ή αμοιβών εκτός από τις προαγωγές;

14) Εσύ και οι υπάλληλοι πιστεύετε ότι υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία (π.χ. “central rating bias”: αξιολόγηση που μεροληπτικά τείνει στο κέντρο της βαθμολογικής κλίμακας έτσι ώστε ο αξιολογητής να βρίσκεται εκ του ασφαλούς αφού δεν μπορεί να πει εύκολα κάποιος ότι έκανε λάθος και που γίνεται επίσης όταν ο αξιολογητής δεν γνωρίζει την απόδοση του υπαλλήλου καθώς επίσης και για να μην χρειάζεται να αιτιολογεί την απόδοση των εξαιρέτων υπαλλήλων και αυτών που δεν ανταποκρίνονται στο αναμενόμενο επίπεδο, “leniency bias” : μεροληψία βάσει επιεικειάς, “strictness bias” : μεροληψία βάσει αυστηρότητας, “recency bias” : μεροληψία βάσει των πιο πρόσφατων γεγονότων, “cultural bias” : μεροληψία βάσει κουλτούρας, “halo effect” : μεροληψία βάσει ενός συγκεκριμένου τομέα στον οποίο υπερτερεί ή υστερεί ο υπάλληλος και ο οποίος τομέας επισκιάζει όλους τους υπόλοιπους τομείς της εργασίας του, διαπροσωπικές σχέσεις {αποφυγή συγκρούσεων}, επιδράσεις που πηγάζουν από τον Οργανισμό: η χρήση της βαθμολογίας επηρεάζει τα αποτελέσματα π.χ. επιεικής βαθμολογία για σκοπούς μισθοδοσίας και προαγωγών {π.χ. βαθμολογείται κάποιος ως “εξάίρετος”} και αυστηρή βαθμολογία για σκοπούς ανάπτυξης, αυστηρή βαθμολογία όταν ο αξιολογητής και ο αξιολογούμενος δεν έχουν καλή σχέση, απουσία προθυμίας από τους αξιολογητές για σωστή βαθμολογία εξαιτίας πολιτικών σκοπιμοτήτων,

συνειδητή διαστρέβλωση της βαθμολογίας που αποσκοπεί στην επίτευξη των επιθυμητών αποτελεσμάτων {π.χ. προαγωγή} έστω και εάν οι αξιολογητές γνωρίζουν πώς να παράσχουν ακριβείς βαθμολογίες, η διαστρέβλωση της βαθμολογίας θεωρείται από τους αξιολογητές ως απαραίτητη και ωφέλιμη αφού θεωρούν ότι οι ελικρινείς βαθμολογίες θα έκαναν ζημιά παρά καλό καθώς επίσης και για να μεγιστοποιούνται οι αμοιβές και να μειώνονται στο ελάχιστο οι κυρώσεις {έτσι ώστε να αποφεύγονται οι διαπροσωπικές δυσκολίες με τους υφιστάμενους} και για να επιτυγχάνεται ή να διατηρείται η ισότητα μέσα σε μια ομάδα εργασίας); Δώσε παραδείγματα. Πως αυτή σας η άποψη επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, να μην υπάρχει διαστρέβλωση της βαθμολογίας, διακρίσεις και μεροληψία;

15) Εσύ και οι υπάλληλοι πιστεύετε ότι οι ενστάσεις πρέπει να εξετάζονται από την ίδια ομάδα αξιολόγησης (που έκανε την αρχική αξιολόγηση) χωρίς τη συμμετοχή άλλων ανεξάρτητων ατόμων (και γιατί); Πως αυτή σας η άποψη επηρεάζει την απόδοση των υπαλλήλων; Πόσο σημαντικό είναι (για τους υπαλλήλους), σε σχέση με την απόδοση, άλλα ανεξάρτητα άτομα να συμμετέχουν στην εξέταση των ενστάσεων;

COVERING LETTER FOR THE QUESTIONNAIRE (ENGLISH)

Dear Colleague

.....

**Research Project on Performance Appraisals**

**Research Participation**

With this letter, I wish to inform you that I am conducting a research project in pursuance of my doctoral programme with Middlesex University. The title of my research project is the following: Effective Performance Appraisal Systems in the Public Sector: The Case of the Cyprus Tourism Organisation (CTO). Through the project, I will assess the effectiveness of the current performance appraisal system of CTO in relation to the enhancement of individual and organisational performance. Based on this assessment, I will produce suitable guidelines and recommendations for changing the current system for everyone's benefit. The guidelines and recommendations will be presented to the Management, the Trade Unions and the Board of Directors of CTO who will eventually decide if the specific guidelines and recommendations will be implemented.

In pursuance of my project, I will obtain the opinion of the employees and the Trade Unions of CTO regarding the effectiveness of the current performance appraisal system on which my findings and recommendations will be based. With this respect, you have been selected to participate in this research which deals with a subject for which little research has been conducted so far in Cyprus. The success of the research and the collection of accurate data depend on the information that you will provide. Your cooperation is therefore valuable and highly appreciated.

Your participation will be effected through the completion of the attached questionnaire. The questionnaire contains instructions of how to complete each part. Through the questionnaire, you will be able to give your opinion as explained above from the perspective of the appraisee. I am also attaching a consent form which you need to sign and return with your questionnaire, should you decide to participate.

I would like to reassure you that confidentiality is of utmost importance and with this respect I am taking all the necessary steps (e.g. safe keeping of all documents and material) so that the data protection legislation and your confidential and ethical rights are respected and protected. My role as a researcher does not make me more important, does not give me more power or authority and does not allow me to have unrestricted access to information or to use information negligently and for other purposes e.g. nothing of what you will say can or will be used for work purposes. The information that you will provide will be analysed and included in my project report as part of my research findings only collectively and for academic purposes so that your identity is not revealed; besides, an individual's name is irrelevant and of no value to the research. The rest of the demographic information that you will provide will be used only for statistical purposes so as to enhance my analysis and conclusions and in case such information reveals your identity your permission will be asked



before it is disclosed in my report. You also have the right to request that certain data you provided are not included. My university advisor, my consultant and the examiner are the only persons who will be reviewing my project report for academic purposes before its completion. When I complete my research I will be placing a copy of my report at the library of the University as well as the CTO library (provided permission is granted by the Management) so that you and the rest of the employees can study it whenever you wish.

I would also like to stress that your participation is entirely voluntary and you have every right to refuse to take part from the very beginning or later on to withdraw if you are half way in giving information or to refuse to answer specific questions. If you choose not to participate, you are not obliged to explain why and such an action will not result in any harm or prejudice with respect to your position or treatment.

I would like to inform you that all the work related to my project is carried out by me after office hours because the research project is a personal project i.e. conducted by me and not by CTO. You are therefore kindly requested to complete the questionnaire after office hours.

I would also like to inform you that the Management of CTO has approved the process of the conduct of the research and I have complied with the requirements of the Management.

You are kindly requested to complete and return the questionnaire by ..... Please place the completed questionnaire and the signed consent form in the “special box” (safeguarding anonymity) which is located on the ground floor next to the reception desk. The completed questionnaire and the signed consent form should be placed in the “special box” as two separate documents without being attached to each other (safeguarding anonymity). For those of you who work in other cities or abroad and you will not be given the chance to visit the headquarters until ..... so as to place the questionnaire and the consent form in the “special box”, please send the questionnaire and the consent form by mail. The completed questionnaire and the signed consent form should be placed in separate envelopes (safeguarding anonymity) addressed to me - care of the “special box” (Cyprus Tourism Organisation, 19 Limassol Avenue, 2112, Nicosia, Cyprus).

Kindly note that the completion of the questionnaire will take about 20 minutes.

Please do not hesitate to contact me should you have any questions.

I would like to thank you in advance for your valuable contribution.

Yours faithfully

Christina Xenopoulou

## COVERING LETTER FOR THE QUESTIONNAIRE (GREEK)

Αγαπητέ Συνάδελφε

.....

**Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού**

**Συμμετογή σε Έρευνα**

Με την παρούσα επιστολή, επιθυμώ να σας ενημερώσω ότι διεξάγω μία ερευνητική μελέτη στα πλαίσια του διδακτορικού προγράμματος μου με το Πανεπιστήμιο του Middlesex. Η ερευνητική μου μελέτη τιτλοφορείται “Αποτελεσματικά Συστήματα Αξιολόγησης Προσωπικού στο Δημόσιο Τομέα: Η Περίπτωση του Κυπριακού Οργανισμού Τουρισμού (Κ.Ο.Τ.)”. Μέσω της ερευνητικής μελέτης, θα αξιολογήσω την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού του Κ.Ο.Τ. σε σχέση με τη βελτίωση της προσωπικής απόδοσης και της απόδοσης του Οργανισμού. Με βάση αυτή την αξιολόγηση, θα ετοιμάσω κατάλληλες κατευθυντήριες γραμμές και προτάσεις για να αναθεωρηθεί το υφιστάμενο σύστημα, προς όφελος όλων των εμπλεκόμενων μερών. Οι κατευθυντήριες γραμμές και προτάσεις θα παρουσιαστούν στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ. οι οποίοι θα αποφασίσουν τελικά εάν οι εν λόγω κατευθυντήριες γραμμές και προτάσεις θα υιοθετηθούν.

Στα πλαίσια της ερευνητικής μου μελέτης, θα ζητήσω τις απόψεις των υπαλλήλων και των Συντεχνιών του Κ.Ο.Τ. αναφορικά με την αποτελεσματικότητα του υφιστάμενου συστήματος αξιολόγησης προσωπικού πάνω στις οποίες θα βασιστούν τα ευρήματα και οι προτάσεις μου. Για το σκοπό αυτό, έχετε επιλεγεί για να συμμετάσχετε σε αυτή την ερευνητική μελέτη που εξετάζει ένα θέμα για το οποίο δεν έχει γίνει σημαντική έρευνα μέχρι σήμερα στην Κύπρο. Η επιτυχία της έρευνας και η συλλογή αξιόπιστων δεδομένων εξαρτώνται από τις πληροφορίες που θα δώσετε. Ως εκ τούτου, η συνεργασία σας είναι πολύτιμη και εκτιμάται ιδιαίτερα.

Η συμμετοχή σας θα πραγματοποιηθεί μέσω του ερωτηματολογίου που επισυνάπτεται το οποίο καλείστε να συμπληρώσετε. Στο ερωτηματολόγιο θα βρείτε οδηγίες όσον αφορά τον τρόπο συμπλήρωσης του κάθε μέρους. Μέσω του ερωτηματολογίου, θα μπορείτε να εκφράσετε την άποψη σας, όπως αναφέρθηκε πιο πάνω, από τη σκοπιά του αξιολογούμενου. Επισυνάπτω επίσης ένα έντυπο συγκατάθεσης το οποίο θα χρειαστεί να υπογράψετε και να επιστρέψετε μαζί με το ερωτηματολόγιο σας, στην περίπτωση που αποφασίσετε να συμμετάσχετε.

Θα ήθελα να σας διαβεβαιώσω ότι δίδω τη μέγιστη σημασία στις αρχές της εμπιστευτικότητας και ως εκ τούτου, λαμβάνω όλα τα απαραίτητα μέτρα (π.χ. ασφαλή φύλαξη όλων των εγγράφων and υλικού) έτσι ώστε να τηρηθεί η νομοθεσία που προνοεί για την προστασία των προσωπικών δεδομένων του ατόμου. Περαιτέρω, τα εμπιστευτικά και δεοντολογικά σας δικαιώματα θα τύχουν του δέοντος σεβασμού και της δέουσας προστασίας. Ο ρόλος μου ως ερευνητής δεν μου δίνει περισσότερη ισχύ ή εξουσία και δεν μου επιτρέπει να έχω απεριόριστη πρόσβαση σε πληροφορίες ή να χρησιμοποιήσω τις πληροφορίες με αμέλεια ή για οποιονδήποτε άλλο σκοπό π.χ. καμία από τις πληροφορίες που θα δώσετε δεν θα χρησιμοποιηθεί για σκοπούς της εργασίας στον Οργανισμό. Οι πληροφορίες που θα παράσχετε θα τύχουν ανάλυσης και θα συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης ως μέρος των ευρημάτων μου, συλλογικά μόνο και για ακαδημαϊκούς σκοπούς έτσι ώστε η ταυτότητα σας να μην αποκαλυφθεί. Εξάλλου, το ονοματεπώνυμο ενός ατόμου δεν έχει καμία σχέση ή αξία για τους σκοπούς της έρευνας. Τα υπόλοιπα δημογραφικά στοιχεία που θα παράσχετε θα χρησιμοποιηθούν μόνο για στατιστικούς σκοπούς προκειμένου να

ενισχύσουν την ανάλυση και τα συμπεράσματα μου ενώ σε περίπτωση που τέτοια στοιχεία δύναται να αποκαλύψουν την ταυτότητα σας, θα ζητηθεί η συγκατάθεση σας προτού συμπεριληφθούν στην έκθεση της ερευνητικής μου μελέτης. Έχετε επίσης το δικαίωμα να ζητήσετε όπως δεν συμπεριληφθούν κάποιες από τις πληροφορίες που έχετε δώσει. Ο σύμβουλος πανεπιστημίου, ο εμπειρογνώμονας και ο εξεταστής είναι τα μόνα άτομα που θα μελετούν την έκθεση της ερευνητικής μου μελέτης για ακαδημαϊκούς σκοπούς πριν την ολοκλήρωση της. Όταν θα διεκπεραιωθεί η έρευνα μου, αντίγραφα της έκθεσης της ερευνητικής μου μελέτης θα τοποθετηθούν στη βιβλιοθήκη του Πανεπιστημίου καθώς και στη βιβλιοθήκη του Οργανισμού (με την προϋπόθεση ότι θα παραχωρηθεί η σχετική άδεια από τη Διεύθυνση) έτσι ώστε εσείς και οι υπόλοιποι υπάλληλοι να μπορείτε να μελετήσετε την έρευνα όποτε επιθυμείτε.

Θα ήθελα επίσης να τονίσω ότι η συμμετοχή σας είναι εντελώς εθελοντική και ότι έχετε κάθε δικαίωμα είτε να αρνηθείτε εξ αρχής να συμμετάσχετε είτε να αποσυρθείτε κατά τη διάρκεια της συμπλήρωσης του ερωτηματολογίου είτε ακόμα να αρνηθείτε να απαντήσετε σε συγκεκριμένες ερωτήσεις. Εάν επιλέξετε να μην συμμετάσχετε, δεν είστε υποχρεωμένοι να εξηγήσετε το λόγο και μια τέτοια ενέργεια δεν θα σας επηρεάσει αρνητικά ούτε και θα οδηγήσει σε οποιαδήποτε προκατάληψη εναντίον σας σε σχέση με τη θέση που κατέχετε ή τη μεταχείριση σας.

Θα ήθελα να σας ενημερώσω ότι όλες οι εργασίες που αφορούν τη μελέτη μου διεκπεραιώνονται από εμένα εκτός ωρών εργασίας επειδή η ερευνητική μελέτη είναι προσωπική, δηλαδή διεξάγεται από εμένα και όχι από τον Κ.Ο.Τ.. Ως εκ τούτου, παρακαλείστε θερμά όπως συμπληρώσετε το ερωτηματολόγιο εκτός ωρών εργασίας.

Θα ήθελα επίσης να σας ενημερώσω ότι η Διεύθυνση του Κ.Ο.Τ. έχει εγκρίνει τη διαδικασία της διεξαγωγής της έρευνας και έχω συμμορφωθεί στις υποδείξεις της Διεύθυνσης.

Παρακαλείστε θερμά όπως συμπληρώσετε και επιστρέψετε το ερωτηματολόγιο μέχρι την ..... Παρακαλώ όπως τοποθετήσετε το συμπληρωμένο ερωτηματολόγιο και το υπογεγραμμένο έντυπο συγκατάθεσης στο «ειδικό κουτί» (για σκοπούς διαφύλαξης της ανωνυμίας) το οποίο έχει τοποθετηθεί δίπλα από το γραφείο υποδοχής στο ισόγειο της κεντρικής υπηρεσίας. Το συμπληρωμένο ερωτηματολόγιο και το υπογεγραμμένο έντυπο συγκατάθεσης θα πρέπει να τοποθετηθούν στο «ειδικό κουτί» ως δύο ξεχωριστά έγγραφα (δηλαδή το ερωτηματολόγιο να μην επισυνάπτεται με το έντυπο συγκατάθεσης για σκοπούς διαφύλαξης της ανωνυμίας). Όσον αφορά εσάς που η έδρα σας βρίσκεται στις άλλες πόλεις ή στο εξωτερικό και δεν θα σας δοθεί η ευκαιρία να επισκεφθείτε την κεντρική υπηρεσία μέχρι την ..... για να τοποθετήσετε το ερωτηματολόγιο και το έντυπο συγκατάθεσης στο «ειδικό κουτί», παρακαλείστε όπως αποστείλετε το ερωτηματολόγιο και το έντυπο συγκατάθεσης με το ταχυδρομείο. Το συμπληρωμένο ερωτηματολόγιο και το υπογεγραμμένο έντυπο συγκατάθεσης θα πρέπει να τοποθετηθούν σε ξεχωριστούς φακέλους (για σκοπούς διαφύλαξης της ανωνυμίας) οι οποίοι θα αποστέλλονται σε μένα-φ/δι «ειδικό κουτί» (Κυπριακός Οργανισμός Τουρισμού, Λεωφόρος Λεμεσού 19, 2112, Λευκωσία, Κύπρος).

Παρακαλώ σημειώστε ότι η συμπλήρωση του ερωτηματολογίου θα διαρκέσει περίπου 20 λεπτά.

Παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μου για τυχόν απορίες.

Θα ήθελα να σας ευχαριστήσω εκ των προτέρων για την πολύτιμη συνεργασία σας.

Με εκτίμηση

Χριστίνα Ξενοπούλου

**INFORMED CONSENT FORM FOR THE QUESTIONNAIRE (ENGLISH)**

Contact details: Christina Xenopoulou  
Cyprus Tourism Organisation  
19 Limassol Avenue, 2112  
Nicosia, Cyprus

**Research Project on Performance Appraisals**

**Informed Consent Form for Participation in Research**

The purpose of this document, in accordance with the requirements of the University's code of research ethics, is to make explicit the nature of the proposed involvement between the researcher and the person or organisation agreeing to supply information (the participants) and to record that the research subjects understand and are happy with the proposed arrangements.

The researchers: The researcher in charge of this project is Christina Xenopoulou of the Cyprus Tourism Organisation (CTO), 19 Limassol Avenue, 2112, Nicosia, Cyprus. Complaints about the conduct of the research may be addressed to the researcher in charge and the Director General of CTO at the above address. The Management of CTO has approved the process of the conduct of the research and the researcher in charge has complied with the requirements of the Management.

The research: The purpose of the project is the assessment of the effectiveness of the current performance appraisal system of CTO in relation to the enhancement of individual and organisational performance. Based on this assessment, suitable guidelines and recommendations for changing the current system for everyone's benefit will be produced. The guidelines and recommendations will be presented to the Management, the Trade Unions and the Board of Directors of CTO who will eventually decide if the specific guidelines and recommendations will be implemented.

What participation in the study will involve: Participants will be asked to complete a questionnaire of up to 20 minutes' duration. It is understood that the questionnaire respondent is free to decline to answer any question, to terminate the completion of the questionnaire at any time and to destroy any section or the whole of the completed questionnaire without having to explain why. Such an action will not result in any harm or prejudice with respect to the participant's position or treatment.

Use of data: The aim is the presentation of the research to the Management, the Trade Unions and the Board of Directors of CTO, as mentioned above, who will decide if the specific guidelines and recommendations of the project will be implemented at the organisation. If so requested, the researcher will refrain from using data that the subject considers sensitive. The researcher's university advisor and consultant and the examiner are the only persons who will be reviewing the researcher's project report for academic purposes before its completion. The participants will have access to copies of the research after its completion. The copies will be placed at the library of the University as well as the CTO library (provided permission is granted by the

Management) so that the participants and the rest of the employees can study the research whenever they wish.

Anonymity of participants: All information acquired will be treated as confidential. Unless specifically agreed otherwise, references in publications, talks etc. to particular jobs, organisations, individuals etc. will be anonymised and features which might make identification easy will be removed.

Declaration by the research subject: I have read and I am happy with the arrangements as set out above.

Signature of participant.....

Date.....

Signature of researcher.....

Date.....

**INFORMED CONSENT FORM FOR THE QUESTIONNAIRE (GREEK)**

Στοιχεία επικοινωνίας: Χριστίνα Ξενοπούλου  
 Κυπριακός Οργανισμός Τουρισμού  
 Λεωφόρος Λεμεσού 19, 2112  
 Λευκωσία, Κύπρος

**Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού****Συγκατάθεση κατόπιν Ενημέρωσης για σκοπούς Συμμετοχής σε Έρευνα**

Το έγγραφο αυτό αποσκοπεί, σύμφωνα με τις απαιτήσεις του κώδικα ερευνητικής δεοντολογίας του Πανεπιστημίου, στην αποσαφήνιση της μορφής της προτεινόμενης εμπλοκής του ερευνητή με το άτομο ή τον οργανισμό που συμφωνεί να παράσχει πληροφορίες (οι συμμετέχοντες στην έρευνα) και να καταγράψει ότι οι συμμετέχοντες κατανοούν και αποδέχονται τις προτεινόμενες διευθετήσεις.

Οι ερευνητές: Ο υπεύθυνος ερευνητής αυτής της ερευνητικής μελέτης είναι η Χριστίνα Ξενοπούλου του Κυπριακού Οργανισμού Τουρισμού (Κ.Ο.Τ.), Λεωφόρος Λεμεσού 19, 2112, Λευκωσία, Κύπρος. Οι συμμετέχοντες μπορούν να απευθύνουν οποιαδήποτε παράπονα σε σχέση με τη διεξαγωγή της έρευνας στον υπεύθυνο ερευνητή και στο Γενικό Διευθυντή του Κ.Ο.Τ. στην πιο πάνω διεύθυνση. Η Διεύθυνση του Κ.Ο.Τ. έχει εγκρίνει τη διαδικασία της διεξαγωγής της έρευνας και ο υπεύθυνος ερευνητής έχει συμμορφωθεί στις υποδείξεις της Διεύθυνσης.

Η έρευνα: Η ερευνητική μελέτη αποσκοπεί στην αξιολόγηση της αποτελεσματικότητας του υφιστάμενου συστήματος αξιολόγησης προσωπικού του Κ.Ο.Τ. σε σχέση με τη βελτίωση της προσωπικής απόδοσης και της απόδοσης του Οργανισμού. Με βάση αυτή την αξιολόγηση, θα καταρτιστούν κατάλληλες κατευθυντήριες γραμμές και προτάσεις για αναθεώρηση του υφιστάμενου συστήματος, προς όφελος όλων των εμπλεκόμενων μερών. Οι κατευθυντήριες γραμμές και προτάσεις θα παρουσιαστούν στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ. οι οποίοι θα αποφασίσουν τελικά εάν οι εν λόγω κατευθυντήριες γραμμές και προτάσεις θα υιοθετηθούν.

Τι συνεπάγεται η συμμετοχή στην ερευνητική μελέτη: Οι συμμετέχοντες θα κληθούν να συμπληρώσουν ένα ερωτηματολόγιο διάρκειας 20 λεπτών περίπου. Νοείται ότι το άτομο που θα συμπληρώσει το ερωτηματολόγιο θα έχει το δικαίωμα να αρνηθεί να απαντήσει σε οποιαδήποτε ερώτηση, να τερματίσει τη συμπλήρωση του ερωτηματολογίου οποιαδήποτε στιγμή και να καταστρέψει οποιοδήποτε μέρος του ερωτηματολογίου ή ολόκληρο το συμπληρωμένο ερωτηματολόγιο, χωρίς να δώσει περαιτέρω εξηγήσεις. Μία τέτοια ενέργεια δεν θα επηρεάσει αρνητικά τον συμμετέχοντα ούτε και θα οδηγήσει σε οποιαδήποτε προκατάληψη εναντίον του σε σχέση με τη θέση που κατέχει ή τη μεταχείριση του.

Χρήση δεδομένων: Ο στόχος είναι η παρουσίαση της έρευνας στη Διεύθυνση, στις Συντεχνίες και στο Διοικητικό Συμβούλιο του Κ.Ο.Τ., όπως αναφέρεται πιο πάνω, οι οποίοι θα αποφασίσουν εάν οι συγκεκριμένες κατευθυντήριες γραμμές και προτάσεις

της ερευνητικής μελέτης θα εφαρμοστούν στον Οργανισμό. Εάν του ζητηθεί, ο ερευνητής δεν θα χρησιμοποιήσει τα δεδομένα τα οποία οι συμμετέχοντες θεωρούν ευαίσθητα. Ο σύμβουλος πανεπιστημίου, ο εμπειρογνώμονας του ερευνητή και ο εξεταστής είναι τα μόνα άτομα που θα μελετούν την έκθεση της ερευνητικής μελέτης για ακαδημαϊκούς σκοπούς πριν από την ολοκλήρωση της. Οι συμμετέχοντες θα έχουν πρόσβαση σε αντίγραφα της έκθεσης της ερευνητικής μελέτης μετά την ολοκλήρωση της. Τα εν λόγω αντίγραφα θα τοποθετηθούν στη βιβλιοθήκη του Πανεπιστημίου καθώς και στη βιβλιοθήκη του Οργανισμού (με την προϋπόθεση ότι θα παραχωρηθεί η σχετική άδεια από τη Διεύθυνση) έτσι ώστε οι συμμετέχοντες και οι υπόλοιποι υπάλληλοι να μπορούν να μελετήσουν την έρευνα όποτε επιθυμούν.

Ανωνυμία των συμμετεχόντων στην έρευνα: Όλες οι πληροφορίες που θα συλλεχθούν θα τηρηθούν άκρως εμπιστευτικές. Εκτός και εάν συμφωνηθεί διαφορετικά, όλες οι αναφορές σε εκδόσεις, συνομιλίες κλπ. για συγκεκριμένα επαγγέλματα, οργανισμούς, άτομα κλπ. θα τηρηθούν ανώνυμες και όλα τα χαρακτηριστικά που θα μπορούσαν εύκολα να συμβάλουν στην αποκάλυψη της ταυτότητας κάποιου ατόμου θα αφαιρεθούν.

Δήλωση του συμμετέχοντα στην έρευνα: Έχω διαβάσει και αποδέχομαι τις πιο πάνω διευθετήσεις.

Υπογραφή του συμμετέχοντα στην έρευνα.....  
Ημερομηνία.....

Υπογραφή του ερευνητή.....  
Ημερομηνία.....

**QUESTIONNAIRE (ENGLISH)**

**Research Project on Performance Appraisals**

**Instructions for completing the questionnaire**

The purpose of this questionnaire is to obtain your views, from your capacity as an appraisee, about the Performance Appraisal System (PAS) of the Cyprus Tourism Organisation (CTO).

Please complete and return the questionnaire by .....

The questionnaire consists of four parts and its estimated completion time is 20 minutes. Instructions for completing each part are included at the beginning of each part. There are no right or wrong answers. Only your own personal opinion matters.

Please try and be as honest as you can because the research aims at obtaining your opinion about the true picture of the current PAS in relation to performance, whether the PAS should change and how that change should be brought about. I would like to remind you that your responses are anonymous and to reassure you that confidentiality is of utmost importance and will be respected diligently. The research findings will be aggregated thus making it impossible to identify your individual responses.

Your views represent an invaluable contribution towards the improvement of the PAS of CTO. Please feel free to contact me should there be any queries regarding the completion of the questionnaire.

Please place the completed questionnaire and the signed consent form in the "special box" (safeguarding anonymity) which is located on the ground floor next to the reception desk. The completed questionnaire and the signed consent form should be placed in the "special box" as two separate documents without being attached to each other (safeguarding anonymity). For those of you who work in other cities or abroad and you will not be given the chance to visit the headquarters until ..... so as to place the questionnaire and the consent form in the "special box", please send the questionnaire and the consent form by mail. The completed questionnaire and the signed consent form should be placed in separate envelopes (safeguarding anonymity) addressed to me - care of the "special box".

Thank you in advance for your cooperation.



## Questionnaire: Research Project on Performance Appraisals

### PART I:

**Instructions:**

This part of the questionnaire consists of statements for which you are required to indicate the extent of your agreement or disagreement. You are kindly asked to circle the number that represents your opinion/belief by using the five-point scale provided. The statements refer to the factors of an effective Performance Appraisal System (PAS) which improve performance as well as the current situation that exists at CTO in relation to these factors. Definitions and clarifications are provided at the end of this part, for some of the terms which are mentioned in the statements.

		Agree Strongly	Agree	Neutral/ Don't know	Disagree	Disagree Strongly
1.	I believe that a Performance Appraisal System (PAS) can enhance performance (effectiveness, efficiency, speed, service, value, productivity and quality).	1	2	3	4	5
2.	The current PAS of CTO enhances my performance (effectiveness, efficiency, speed, service, value, productivity and quality).	1	2	3	4	5
3.	I believe that a PAS should be dynamic and change whenever it is necessary to improve organisational and individual performance.	1	2	3	4	5
4.	The current PAS of CTO does <b>not</b> need to change for purposes of improving organisational and individual performance.	1	2	3	4	5
5.	I believe that a PAS can help in the creation of motivation, job satisfaction, ownership, responsibility and	1	2	3	4	5

	commitment.					
6.	The current PAS of CTO helps in the creation of motivation, job satisfaction, ownership, responsibility and commitment.	1	2	3	4	5
7.	I believe that the appraisee and the appraiser should set and agree the appraisee's work goals or targets.	1	2	3	4	5
8.	I set and agree together with my appraiser my work goals or targets.	1	2	3	4	5
9.	I believe that the appraisee and the appraiser should set SMART goals (SMART: specific, measurable, accepted, relevant, timely).	1	2	3	4	5
10.	Me and my appraiser set SMART goals (SMART: specific, measurable, accepted, relevant, timely).	1	2	3	4	5
11.	I believe that the appraisee and the appraiser should set goals which are consistent with organisational goals (the goals may change according to circumstances e.g. strategic changes, resources shortfalls).	1	2	3	4	5
12.	Me and my appraiser set goals which are consistent with organisational goals (the goals may change according to circumstances e.g. strategic changes,	1	2	3	4	5

	resources shortfalls).					
13.	I believe that the appraiser should facilitate the appraisee (for issues which are not under his/her control) in achieving his/her work goals or targets, e.g. the appraiser should obtain resources and eliminate obstacles.	1	2	3	4	5
14.	My appraiser facilitates me (for issues which are not under my control) in achieving my work goals or targets, e.g. my appraiser obtains resources and eliminates obstacles.	1	2	3	4	5
15.	I believe that the appraisee and the appraiser should measure the appraisee's performance (e.g. measurement of quantity, quality, time).	1	2	3	4	5
16.	Me and my appraiser measure my performance (e.g. measurement of quantity, quality, time).	1	2	3	4	5
17.	It is possible to measure my performance.	1	2	3	4	5
18.	I believe that the composition of the appraisal teams should be suitable.	1	2	3	4	5
19.	I find the current composition of the appraisal teams suitable.	1	2	3	4	5
20.	I believe that the appraisers should assess the appraisee on the basis of his/her	1	2	3	4	5

	performance only.					
21.	My appraisers assess me on the basis of my performance only.	1	2	3	4	5
22.	I believe that the appraisers should assess the appraisee both on the basis of his/her personality and his/her performance.	1	2	3	4	5
23.	My appraisers assess me both on the basis of my personality and my performance.	1	2	3	4	5
24.	I believe that the appraiser should provide the appraisee with proper feedback on his/her performance (i.e. feedback which is constructive, effective, timely, frequent, specific, accurate, objective, supported with examples and evidence, followed-up, balanced: positive and negative).	1	2	3	4	5
25.	My appraiser provides me with proper feedback on my performance (i.e. feedback which is constructive, effective, timely, frequent, specific, accurate, objective, supported with examples and evidence, followed-up, balanced: positive and negative).	1	2	3	4	5
26.	I believe that the appraisee and the appraiser should monitor the appraisee's progress regularly	1	2	3	4	5

	(what met, exceeded and fell short of expectations).					
27.	Me and my appraiser monitor my progress regularly (what met, exceeded and fell short of expectations).	1	2	3	4	5
28.	I believe that the appraisee and the appraiser should agree on specific action plans so as to maintain or improve performance levels (the action plans may include activities such as training, learning, maximum use of potential, personal development and career advancement).	1	2	3	4	5
29.	Me and my appraiser agree on specific action plans so as to maintain or improve performance levels (the action plans may include activities such as training, learning, maximum use of potential, personal development and career advancement).	1	2	3	4	5
30.	I believe that the appraisee and the appraiser should communicate on a continuous basis.	1	2	3	4	5
31.	Me and my appraiser communicate on a continuous basis.	1	2	3	4	5
32.	I believe that the appraiser should coach the appraisee and draw his/her attention to problems as soon	1	2	3	4	5

	as they take place.					
33.	My appraiser coaches me and draws my attention to problems as soon as they take place.	1	2	3	4	5
34.	I believe that the appraisers should carry out effective appraisal interviews with the appraisee (effective interviews: frequent, timely, uninterrupted, prepared, comfortable, informal, followed-up, without surprises, interactive, they cover the appraisee's strengths, weaknesses, targets and developmental activities as well as an agreed action plan).	1	2	3	4	5
35.	I believe that the appraisee and the appraiser should have a relationship which is characterised by openness, honesty, cooperation, respect and trust (the more knowledgeable the appraiser the more credible he or she becomes in the eyes of the appraisee) and not by conflict, judgement or criticism.	1	2	3	4	5
36.	Me and my appraiser have a relationship which is characterised by openness, honesty,	1	2	3	4	5

	cooperation, respect and trust (the more knowledgeable the appraiser the more credible he or she becomes in the eyes of the appraisee) and not by conflict, judgement or criticism.					
37.	I believe that the appraisers should have the right appraisal skills or knowledge (e.g. through sufficient and frequent appraisal training) in order to assess the appraisee effectively.	1	2	3	4	5
38.	My appraisers have the right appraisal skills or knowledge (e.g. through sufficient and frequent appraisal training) for assessing me effectively.	1	2	3	4	5
39.	I believe that the appraisees should be educated about performance appraisals.	1	2	3	4	5
40.	I am in favour of "performance related pay" as a basis of payment.	1	2	3	4	5
41.	I want to be recognised for the work that I perform.	1	2	3	4	5
42.	I am currently recognised for the work that I perform.	1	2	3	4	5
43.	I believe that recognition motivates performance improvement.	1	2	3	4	5
44.	I want to be rewarded with monetary rewards.	1	2	3	4	5
45.	I am currently	1	2	3	4	5

	rewarded with monetary rewards.					
46.	I want to be rewarded with non-monetary rewards.	1	2	3	4	5
47.	I am currently rewarded with non-monetary rewards.	1	2	3	4	5
48.	I believe that ratings distortion should <b>not</b> take place.	1	2	3	4	5
49.	Under the current PAS, ratings distortion does <b>not</b> take place.	1	2	3	4	5
50.	I believe that appeals should be examined by the appraisal team which made the assessment in the first place, as well as other independent persons.	1	2	3	4	5
51.	I believe that appeals should be examined by other independent persons only, without the participation of the appraisal team which made the assessment in the first place.	1	2	3	4	5



## Questionnaire: Research Project on Performance Appraisals

### PART I:

#### Definitions:

The definitions below (in some cases with examples) are provided in order to enhance your understanding for some of the terms which are mentioned in the statements. The examples given in the definitions are not exhaustive and more examples could apply in your case. On the other hand, it is possible for only one of the examples to apply in your case.

1. A **performance related pay** is the pay depending on performance, unlike the public sector pay where performance is irrelevant and increments are automatic and termination of employment is not an option; a sound PAS is a necessary condition for the introduction of performance related pay.
2. **Monetary rewards** are rewards which affect the salary, such as promotion, bonus etc.
3. **Non-monetary rewards** are rewards which do not affect the salary, such as empowerment, high achievements, involvement, learning, positive feedback, acknowledgement, public appreciation, job security, etc.
4. **Ratings distortion** is created by discrimination and bias such as the following examples: central rating bias, leniency bias, strictness bias, recency bias, cultural bias, halo effect, interpersonal relationships, organisational influences.

Central rating bias: when the appraiser wants to be on the safe side, when the appraiser is not aware of the employees' performance, when the appraiser wants to avoid justifying the outstanding performers or the under-performers.

Leniency bias: a lenient appraiser who gives high ratings.

Strictness bias: a strict appraiser who gives low ratings.

Recency bias: the appraiser whose ratings are based on the most recent performance.

Cultural bias: the appraiser whose ratings are based on his/her preferred culture.

Halo effect: when one aspect of the appraisee's performance or a feature of the appraisee's personality overshadows the rest of the aspects or features (i.e. if the aspect or feature is favourable or unfavourable, then the rest of the aspects or features are rated as favourable or unfavourable).

Interpersonal relationships: the appraiser whose ratings are influenced by interpersonal relationships e.g. lenient ratings for conflict avoidance and strict ratings when the appraiser and appraisee do not get on.

Organisational influences: the appraiser whose ratings are influenced by the use of ratings, e.g. lenient ratings (e.g. rated as "excellent") for pay and promotion purposes and strict ratings for developmental purposes. Conscious manipulation of ratings for achieving desired outcomes (e.g. promotion) even if the appraisers know how to conduct accurate ratings. Unwillingness to conduct accurate ratings due to power or party politics. Distortion is seen by the appraisers as necessary and beneficial as accurate ratings would do more harm than good and equity within a work group would be achieved or maintained; in addition, rewards would be maximised and punishments would be minimised and interpersonal difficulties with appraisees would be avoided.

5. **Assessment on the basis of personality** is when the appraiser assesses the person (his/her personality) and not his/her performance.

6. **Assessment on the basis of performance** is when the appraiser assesses the performance of a person and not his/her personality.

#### Clarification:

The clarification below is provided in order to remind you of those who examine appeals under the current PAS.

1. Under the current PAS, appeals are examined by the appraisal team which made the assessment in the first place, without the participation of other independent persons.

## Questionnaire: Research Project on Performance Appraisals

### PART II:

#### Instructions:

This part of the questionnaire consists of one multiple-choice question and one open-ended question. You are required to answer the multiple-choice question by ticking the appropriate boxes and the open-ended question by using your own words.

1.	<p>Indicate your preferred method(s) for assessing your performance (some of the methods are more costly and time-consuming than others) by ticking the box against the applicable method.  <i>You may select more than one method, if they apply. (All the methods that you will select will apply for purposes of assessment and will be used in combination.)</i></p>	
a.	<p>Rating Scales (the appraisees are assessed on the basis of certain qualities/competences which are rated by the appraisers with the use of a scale; this method is employed by the current PAS of CTO)</p>	<input type="checkbox"/>
b.	<p>360-Degree Feedback (the appraisees are assessed, on the basis of qualities/competences and/or goals, by the superiors, subordinates, self and peers)</p>	<input type="checkbox"/>
c.	<p>Ranking (the appraisees are compared and ranked by the appraisers against certain qualities/competences and/or goals)</p>	<input type="checkbox"/>
d.	<p>Goals (the appraisees are assessed on the basis of performance goals which are set and agreed between the appraisers and appraisees and are consistent with organisational goals)</p>	<input type="checkbox"/>
e.	<p>Critical Incidents (the appraisees are assessed by the appraisers on the basis of favourable and unfavourable incidents)</p>	<input type="checkbox"/>
f.	<p>Narrative Report (the report is prepared by the appraisers and it contains anything which the appraisers wish to mention about the appraisees)</p>	<input type="checkbox"/>
g.	<p>Another Method                  Please state the method: .....</p>	<input type="checkbox"/>
h.	<p>No Method</p>	<input type="checkbox"/>
2.	<p>Please mention any additional comments you wish to make in relation to this research project and/or the subject of performance appraisals (e.g. factors that improve your performance, relevant and important concerns, reservations, suggestions and ideas).</p>	



## Questionnaire: Research Project on Performance Appraisals

### PART III:

**Instructions:** This part of the questionnaire requires you to indicate your appraisal and supervision status, for purposes of analysing statistically the completed questionnaires.

**Definition:**

***Supervision:*** Direct working contact between a superior and a subordinate, i.e. a superior delegates and monitors the work which is executed by a subordinate.

1. Please indicate whether you supervise other people by ticking the appropriate box:

- Yes  → Go to question 2
- No  → Go to question 3

2. Please indicate whether you appraise the people that you supervise by ticking the appropriate box:

- Yes, all of them
- Yes, some of them
- No

3. Please indicate whether you appraise people that you do not supervise by ticking the appropriate box:

- Yes
- No

4. Please indicate whether you are being appraised by the people who supervise you by ticking the appropriate box:

- Yes
- No

5. Please indicate whether you are being appraised by people who do not supervise you by ticking the appropriate box:

Yes

No

## Questionnaire: Research Project on Performance Appraisals

### **PART IV:**

**Instructions:** This part of the questionnaire requires you to give some information about yourself, which will enable me to analyse statistically the completed questionnaires. You are **not** required to disclose your name.

1. Please indicate your gender by ticking the appropriate box:

Male  Female

2. Kindly indicate your age by ticking the box against the applicable age range:

Up to 25  36-40  51-55   
26-30  41-45  56-60   
31-35  46-50  Over 60

3. Please indicate your marital status by ticking the appropriate box:

Married  Divorced  Widow(er)  Single

4. Please indicate the number of years of your service at CTO by ticking the box against the applicable years of service range:

1-5  11-15  21-25  Over 30   
6-10  16-20  26-30

5. Kindly indicate the type of academic and/or professional qualifications you hold by ticking the boxes against the applicable qualifications:

Doctorate  Professional Title (e.g. Chartered, Certified)   
Masters   
Postgraduate Diploma   
Bachelor   
High School Certificate

Other (please specify e.g.

diplomas, special courses, special exams, etc.):.....

.....

**THANK YOU AGAIN FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.**

## QUESTIONNAIRE (GREEK)

### Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

#### Οδηγίες για τη συμπλήρωση του ερωτηματολογίου

Το ερωτηματολόγιο αυτό αποσκοπεί στη συλλογή των απόψεων σας, υπό την ιδιότητα σας ως αξιολογούμενος, σε σχέση με το Σύστημα Αξιολόγησης Προσωπικού (Σ.Α.Π.) του Κυπριακού Οργανισμού Τουρισμού (Κ.Ο.Τ.).

Παρακαλείστε όπως συμπληρώσετε και επιστρέψετε το ερωτηματολόγιο μέχρι την .....

Το ερωτηματολόγιο αποτελείται από τέσσερα μέρη και υπολογίζεται ότι η συμπλήρωση του θα διαρκέσει 20 λεπτά. Οδηγίες αναφορικά με τον τρόπο συμπλήρωσης του κάθε μέρους παρατίθενται στην αρχή του κάθε μέρους. Δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις. Μόνο η προσωπική σας άποψη έχει σημασία.

Παρακαλώ προσπαθήστε να είσαστε όσο πιο ειλικρινής μπορείτε καθώς η έρευνα αποσκοπεί στη συλλογή των απόψεων σας αναφορικά με την αληθινή εικόνα του υφιστάμενου Σ.Α.Π. σε σχέση με την απόδοση, κατά πόσο το Σ.Α.Π. πρέπει να αλλάξει και πως πρέπει να αλλάξει. Θα ήθελα να σας υπενθυμίσω ότι οι απαντήσεις σας είναι ανώνυμες και να σας διαβεβαιώσω ότι οι αρχές της εμπιστευτικότητας είναι μέγιστης σημασίας και θα τηρηθούν επιμελώς. Τα ευρήματα θα παρουσιαστούν συγκεντρωτικά έτσι ώστε να είναι αδύνατο να αποκαλυφθούν οι δικές σας απαντήσεις.

Οι απόψεις σας αποτελούν πολύτιμη συμβολή στη βελτίωση του Σ.Α.Π. του Κ.Ο.Τ.. Παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μου για τυχόν απορίες αναφορικά με τη συμπλήρωση του ερωτηματολογίου.

Παρακαλώ όπως τοποθετήσετε το συμπληρωμένο ερωτηματολόγιο και το υπογεγραμμένο έντυπο συγκατάθεσης στο «ειδικό κουτί» (για σκοπούς διαφύλαξης της ανωνυμίας) το οποίο έχει τοποθετηθεί δίπλα από το γραφείο υποδοχής στο ισόγειο της κεντρικής υπηρεσίας. Το συμπληρωμένο ερωτηματολόγιο και το υπογεγραμμένο έντυπο συγκατάθεσης θα πρέπει να τοποθετηθούν στο «ειδικό κουτί» ως δύο ξεχωριστά έγγραφα (δηλαδή το ερωτηματολόγιο να μην επισυνάπτεται με το έντυπο συγκατάθεσης για σκοπούς διαφύλαξης της ανωνυμίας). Όσον αφορά εσάς που η έδρα σας βρίσκεται στις άλλες πόλεις ή στο εξωτερικό και δεν θα σας δοθεί η ευκαιρία να επισκεφθείτε την κεντρική υπηρεσία μέχρι την ..... για να τοποθετήσετε το ερωτηματολόγιο και το έντυπο συγκατάθεσης στο «ειδικό κουτί», παρακαλείστε όπως αποστείλετε το ερωτηματολόγιο και το έντυπο συγκατάθεσης με το ταχυδρομείο. Το συμπληρωμένο ερωτηματολόγιο και το υπογεγραμμένο έντυπο συγκατάθεσης θα πρέπει να τοποθετηθούν σε ξεχωριστούς φακέλους (για σκοπούς διαφύλαξης της ανωνυμίας) οι οποίοι θα αποστέλλονται σε μένα-φ/δι «ειδικό κουτί».

Σας ευχαριστώ εκ των προτέρων για τη συνεργασία σας.



## Ερωτηματολόγιο: Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

### ΜΕΡΟΣ Ι:

#### Οδηγίες:

Αυτό το μέρος του ερωτηματολογίου αποτελείται από δηλώσεις για τις οποίες απαιτείται να υποδείξετε κατά πόσο συμφωνείτε ή διαφωνείτε και σε ποιο βαθμό. Παρακαλείστε όπως βάλετε σε κύκλο τον αριθμό που αντιπροσωπεύει τις απόψεις/πεποιθήσεις σας χρησιμοποιώντας την κλίμακα 1 μέχρι 5 που παρουσιάζεται πιο κάτω. Οι δηλώσεις αναφέρονται στους παράγοντες ενός αποτελεσματικού Συστήματος Αξιολόγησης Προσωπικού (Σ.Α.Π.) που βελτιώνουν την απόδοση καθώς επίσης και στην υφιστάμενη κατάσταση στον Κ.Ο.Τ. σε σχέση με τους εν λόγω παράγοντες. Για κάποιους από τους όρους που αναφέρονται στις δηλώσεις, παρατίθενται ορισμοί και διευκρινίσεις στο τέλος αυτού του μέρους.

		Συμφωνώ απόλυτα	Συμφωνώ	Ουδέτερος(η)/ Δεν γνωρίζω	Διαφωνώ	Διαφωνώ απόλυτα
1.	Πιστεύω ότι ένα Σύστημα Αξιολόγησης Προσωπικού (Σ.Α.Π.) μπορεί να βελτιώσει την απόδοση (αποτελεσματικότητα, αποδοτικότητα, ταχύτητα, εξυπηρέτηση, αξία, παραγωγικότητα και ποιότητα).	1	2	3	4	5
2.	Το υφιστάμενο Σ.Α.Π. του Κ.Ο.Τ. βελτιώνει την απόδοση μου (αποτελεσματικότητα, αποδοτικότητα, ταχύτητα, εξυπηρέτηση, αξία, παραγωγικότητα και ποιότητα).	1	2	3	4	5
3.	Πιστεύω ότι ένα Σ.Α.Π. πρέπει να είναι δυναμικό και να αλλάζει όποτε χρειάζεται να βελτιωθεί η προσωπική απόδοση των υπαλλήλων και η απόδοση του οργανισμού.	1	2	3	4	5
4.	Το υφιστάμενο Σ.Α.Π. του Κ.Ο.Τ. <b>δεν</b> χρειάζεται να αλλάξει για σκοπούς βελτίωσης της προσωπικής απόδοσης των υπαλλήλων και της απόδοσης του οργανισμού.	1	2	3	4	5
5.	Πιστεύω ότι ένα Σ.Α.Π. βοηθά στη δημιουργία κινήτρων, εργασιακής ικανοποίησης, κυριότητας, υπευθυνότητας και αφοσίωσης.	1	2	3	4	5

6.	Το υφιστάμενο Σ.Α.Π. του Κ.Ο.Τ. βοηθά στη δημιουργία κινήτρων, εργασιακής ικανοποίησης, κυριότητας, υπευθυνότητας και αφοσίωσης.	1	2	3	4	5
7.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να καθορίζουν και να συμφωνούν για τους στόχους του αξιολογούμενου.	1	2	3	4	5
8.	Εγώ και ο αξιολογητής μου καθορίζουμε και συμφωνούμε για τους στόχους μου.	1	2	3	4	5
9.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να καθορίζουν στόχους που να είναι SMART (SMART: specific: συγκεκριμένος, measurable: μετρήσιμος, accepted: αποδεκτός, relevant: σχετικός, timely: έγκαιρος).	1	2	3	4	5
10.	Εγώ και ο αξιολογητής μου καθορίζουμε στόχους που είναι SMART (SMART: specific: συγκεκριμένος, measurable: μετρήσιμος, accepted: αποδεκτός, relevant: σχετικός, timely: έγκαιρος).	1	2	3	4	5
11.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να καθορίζουν στόχους που να συνάδουν με τους στόχους του οργανισμού (οι στόχοι μπορεί να αλλάζουν ανάλογα με την περίπτωση π.χ. στρατηγικές αλλαγές, έλλειψη πόρων).	1	2	3	4	5
12.	Εγώ και ο αξιολογητής μου καθορίζουμε στόχους που συνάδουν με τους στόχους του οργανισμού (οι στόχοι μπορεί να αλλάζουν ανάλογα με την περίπτωση π.χ. στρατηγικές αλλαγές, έλλειψη πόρων).	1	2	3	4	5
13.	Πιστεύω ότι ο αξιολογητής πρέπει να διευκολύνει τον αξιολογούμενο (για θέματα που είναι εκτός του ελέγχου του) για να επιτύχει τους στόχους του π.χ. ο αξιολογητής πρέπει να εξασφαλίζει τους πόρους και να εξαλείφει τα εμπόδια.	1	2	3	4	5

14.	Ο αξιολογητής μου με διευκολύνει (για θέματα που είναι εκτός του ελέγχου μου) για να επιτύχω τους στόχους μου π.χ. ο αξιολογητής μου εξασφαλίζει τους πόρους και εξαλείφει τα εμπόδια.	1	2	3	4	5
15.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να μετρούν την απόδοση του αξιολογούμενου (π.χ. μέτρηση της ποσότητας, της ποιότητας, του χρόνου).	1	2	3	4	5
16.	Εγώ και ο αξιολογητής μου μετρούμε την απόδοση μου (π.χ. μέτρηση της ποσότητας, της ποιότητας, του χρόνου).	1	2	3	4	5
17.	Η απόδοση μου μπορεί να μετρηθεί.	1	2	3	4	5
18.	Πιστεύω ότι πρέπει να υπάρχει η κατάλληλη σύνθεση των ομάδων αξιολόγησης.	1	2	3	4	5
19.	Βρίσκω την υφιστάμενη σύνθεση των ομάδων αξιολόγησης κατάλληλη.	1	2	3	4	5
20.	Πιστεύω ότι οι αξιολογητές πρέπει να αξιολογούν τον αξιολογούμενο αποκλειστικά βάσει της απόδοσης του ("assessment on the basis of performance").	1	2	3	4	5
21.	Οι αξιολογητές μου με αξιολογούν αποκλειστικά βάσει της απόδοσης μου ("assessment on the basis of performance").	1	2	3	4	5
22.	Πιστεύω ότι οι αξιολογητές πρέπει να αξιολογούν τον αξιολογούμενο βάσει τόσο της προσωπικότητας όσο και της απόδοσης του ("assessment on the basis of personality and performance").	1	2	3	4	5
23.	Οι αξιολογητές μου με αξιολογούν βάσει τόσο της προσωπικότητας όσο και της απόδοσης μου ("assessment on the basis of personality and performance").	1	2	3	4	5
24.	Πιστεύω ότι ο αξιολογητής πρέπει να παρέχει στον αξιολογούμενο τη σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση του (δηλ. ανατροφοδότηση που είναι επικοινωνιακή, αποτελεσματική, έγκαιρη,	1	2	3	4	5

	τακτική, συγκεκριμένη, ακριβής, αντικειμενική, στοιχειοθετημένη, παρακολουθείται η πρόοδος της: followed up, ισορροπημένη μεταξύ των θετικών και αρνητικών στοιχείων).					
25.	Ο αξιολογητής μου, μου παρέχει τη σωστή ανατροφοδότηση (feedback) αναφορικά με την απόδοση μου (δηλ. ανατροφοδότηση που είναι εποικοδομητική, αποτελεσματική, έγκαιρη, τακτική, συγκεκριμένη, ακριβής, αντικειμενική, στοιχειοθετημένη, παρακολουθείται η πρόοδος της: followed up, ισορροπημένη μεταξύ των θετικών και αρνητικών στοιχείων).	1	2	3	4	5
26.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να παρακολουθούν συχνά την πρόοδο του αξιολογούμενου (κατά πόσο η απόδοση ανταποκρίθηκε, ξεπέρασε ή δεν ανταποκρίθηκε στο αναμενόμενο επίπεδο).	1	2	3	4	5
27.	Εγώ και ο αξιολογητής μου παρακολουθούμε συχνά την πρόοδο μου (κατά πόσο η απόδοση ανταποκρίθηκε, ξεπέρασε ή δεν ανταποκρίθηκε στο αναμενόμενο επίπεδο).	1	2	3	4	5
28.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να συμφωνούν σε ότι αφορά σε συγκεκριμένα σχέδια δράσης έτσι ώστε να διατηρούνται ή να βελτιώνονται τα επίπεδα απόδοσης (τα σχέδια δράσης μπορεί να συμπεριλαμβάνουν ενέργειες όπως την εκπαίδευση, τη μάθηση, τη μέγιστη χρήση των δυνατοτήτων, την προσωπική ανάπτυξη και την επαγγελματική ανέλιξη).	1	2	3	4	5
29.	Εγώ και ο αξιολογητής μου συμφωνούμε σε ότι αφορά σε συγκεκριμένα σχέδια δράσης έτσι ώστε να διατηρούνται ή να βελτιώνονται τα επίπεδα απόδοσης (τα σχέδια δράσης	1	2	3	4	5

	μπορεί να συμπεριλαμβάνουν ενέργειες όπως την εκπαίδευση, τη μάθηση, τη μέγιστη χρήση των δυνατοτήτων, την προσωπική ανάπτυξη και την επαγγελματική ανέλιξη).					
30.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να επικοινωνούν σε συνεχή βάση.	1	2	3	4	5
31.	Εγώ και ο αξιολογητής μου επικοινωνούμε σε συνεχή βάση.	1	2	3	4	5
32.	Πιστεύω ότι ο αξιολογητής πρέπει να εκπαιδεύει και να καθοδηγεί τον αξιολογούμενο και να του εφιστά την προσοχή στα προβλήματα μόλις αυτά συμβούν.	1	2	3	4	5
33.	Ο αξιολογητής μου με εκπαιδεύει και με καθοδηγεί και μου εφιστά την προσοχή στα προβλήματα μόλις αυτά συμβούν.	1	2	3	4	5
34.	Πιστεύω ότι οι αξιολογητές πρέπει να διενεργούν αποτελεσματικές συνεντεύξεις αξιολόγησης με τον αξιολογούμενο (αποτελεσματικές συνεντεύξεις: τακτικές, έγκαιρες, διαδραστικές: interactive, ανεπίσημες, καλά προετοιμασμένες, σε άνετο περιβάλλον, χωρίς εκπλήξεις, παρακολουθείται η πρόοδος τους: followed-up, που να μην διακόπτονται, που να καλύπτουν τα δυνατά και αδύνατα σημεία του αξιολογούμενου, τους στόχους και τις ενέργειες ανάπτυξης του καθώς και ένα συμφωνημένο σχέδιο δράσης).	1	2	3	4	5
35.	Πιστεύω ότι ο αξιολογούμενος και ο αξιολογητής πρέπει να έχουν μία σχέση που να χαρακτηρίζεται από ειλικρίνεια, συνεργασία, σεβασμό και εμπιστοσύνη (ο αξιολογούμενος θεωρεί τον αξιολογητή αξιόπιστο όταν ο αξιολογητής είναι καλά ενημερωμένος) και όχι από συγκρούσεις ή κριτική.	1	2	3	4	5

36.	Εγώ και ο αξιολογητής μου έχουμε μία σχέση που χαρακτηρίζεται από ειλικρίνεια, συνεργασία, σεβασμό και εμπιστοσύνη (ο αξιολογούμενος θεωρεί τον αξιολογητή αξιόπιστο όταν ο αξιολογητής είναι καλά ενημερωμένος) και όχι από συγκρούσεις ή κριτική.	1	2	3	4	5
37.	Πιστεύω ότι οι αξιολογητές πρέπει να κατέχουν τις σωστές δεξιότητες ή γνώσεις αξιολόγησης (π.χ. μέσω επαρκούς και τακτικής εκπαίδευσης που αφορά την αξιολόγηση) ούτως ώστε να αξιολογούν αποτελεσματικά τον αξιολογούμενο.	1	2	3	4	5
38.	Οι αξιολογητές μου κατέχουν τις σωστές δεξιότητες ή γνώσεις αξιολόγησης (π.χ. μέσω επαρκούς και τακτικής εκπαίδευσης που αφορά την αξιολόγηση) για να με αξιολογούν αποτελεσματικά.	1	2	3	4	5
39.	Πιστεύω ότι οι αξιολογούμενοι πρέπει να ενημερώνονται για θέματα που αφορούν την αξιολόγηση.	1	2	3	4	5
40.	Είμαι υπέρ της “μισθοδοσίας βάσει απόδοσης” (“performance related pay”).	1	2	3	4	5
41.	Θέλω να αναγνωρίζεται η εργασία που εκτελώ.	1	2	3	4	5
42.	Στο παρόν στάδιο αναγνωρίζεται η εργασία που εκτελώ.	1	2	3	4	5
43.	Πιστεύω ότι η αναγνώριση παρέχει κίνητρα για βελτίωση της απόδοσης.	1	2	3	4	5
44.	Θέλω να αμείβομαι με χρηματικές αμοιβές (“monetary rewards”).	1	2	3	4	5
45.	Στο παρόν στάδιο αμείβομαι με χρηματικές αμοιβές (“monetary rewards”).	1	2	3	4	5
46.	Θέλω να αμείβομαι με <b>μη</b> χρηματικές αμοιβές (“non-monetary rewards”).	1	2	3	4	5
47.	Στο παρόν στάδιο αμείβομαι με <b>μη</b> χρηματικές αμοιβές (“non-monetary rewards”).	1	2	3	4	5
48.	Πιστεύω ότι <b>δεν</b> πρέπει να γίνεται διαστρέβλωση της βαθμολογίας (“ratings distortion”).	1	2	3	4	5

49.	Στο υφιστάμενο Σ.Α.Π., <b>δεν</b> γίνεται διαστρέβλωση της βαθμολογίας ("ratings distortion").	1	2	3	4	5
50.	Πιστεύω ότι οι ενστάσεις πρέπει να εξετάζονται από την ομάδα αξιολόγησης (που διενήργησε την αρχική αξιολόγηση) καθώς και από άλλα ανεξάρτητα άτομα.	1	2	3	4	5
51.	Πιστεύω ότι οι ενστάσεις πρέπει να εξετάζονται μόνο από άλλα ανεξάρτητα άτομα χωρίς τη συμμετοχή της ομάδας αξιολόγησης (που διενήργησε την αρχική αξιολόγηση).	1	2	3	4	5

## Ερωτηματολόγιο: Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

### ΜΕΡΟΣ Ι:

#### Ορισμοί:

Οι πιο κάτω ορισμοί (σε κάποιες περιπτώσεις με παραδείγματα) δίνονται έτσι ώστε να κατανοήσετε καλύτερα κάποιους από τους όρους που αναφέρονται στις δηλώσεις. Τα παραδείγματα που αναφέρονται στους ορισμούς δεν είναι εξαντλητικά και περισσότερα παραδείγματα θα μπορούσαν να ισχύουν στην περίπτωση σας. Αντιθέτως, είναι δυνατόν να ισχύει μόνο ένα από τα παραδείγματα στην περίπτωση σας.

1. Η **μισθοδοσία βάσει απόδοσης** ("performance related pay") είναι η μισθοδοσία που βασίζεται στην απόδοση σε αντίθεση με τη μισθοδοσία στο δημόσιο τομέα η οποία δεν συνδέεται με την απόδοση και όπου οι αυξήσεις είναι αυτόματες και η εργοδότηση δεν τερματίζεται· επιβάλλεται να εφαρμοστεί πρώτα ένα υγιές Σ.Α.Π. στο οποίο θα βασιστεί η εισαγωγή της μισθοδοσίας βάσει απόδοσης.
2. Οι **χρηματικές αμοιβές** ("monetary rewards") είναι οι αμοιβές που επηρεάζουν τη μισθοδοσία όπως η προαγωγή, η επιπρόσθετη αμοιβή ("bonus"), κλπ..
3. Οι **μη χρηματικές αμοιβές** ("non-monetary rewards") είναι οι αμοιβές που δεν επηρεάζουν τη μισθοδοσία όπως η εξουσιοδότηση ("empowerment"), οι υψηλές επιτεύξεις, η εμπλοκή, η εκπαίδευση, η θετική ανατροφοδότηση ("positive feedback"), η αναγνώριση, η δημόσια αναγνώριση και εκτίμηση, η ασφάλεια της εργασίας ("job security"), κλπ..
4. Η **διαστρέβλωση της βαθμολογίας** ("ratings distortion") δημιουργείται από διακρίσεις και μεροληψία όπως τα ακόλουθα παραδείγματα: αξιολόγηση που μεροληπτικά κλίνει προς το κέντρο της βαθμολογικής κλίμακας, μεροληψία βάσει επιείκειας, μεροληψία βάσει αυστηρότητας, μεροληψία βάσει των πιο πρόσφατων γεγονότων, μεροληψία βάσει κουλτούρας, μεροληψία βάσει μίας συγκεκριμένης πτυχής ή χαρακτηριστικού, διαπροσωπικές σχέσεις, επιδράσεις που πηγάζουν από τον οργανισμό.

Αξιολόγηση που μεροληπτικά κλίνει προς το κέντρο της βαθμολογικής κλίμακας ("central rating bias"): όταν ο αξιολογητής θέλει να αξιολογήσει εκ του ασφαλούς, όταν ο αξιολογητής δεν γνωρίζει την απόδοση των υπαλλήλων, όταν ο αξιολογητής θέλει να αποφύγει την αιτιολόγηση όσον αφορά τους εξαιρετικούς υπαλλήλους ή τους υπαλλήλους που δεν ανταποκρίνονται στο αναμενόμενο επίπεδο.

Μεροληψία βάσει επιείκειας ("leniency bias"): ο επιεικής αξιολογητής που δίνει υψηλές βαθμολογίες.

Μεροληψία βάσει αυστηρότητας ("strictness bias"): ο αυστηρός αξιολογητής που δίνει χαμηλές βαθμολογίες.

Μεροληψία βάσει των πιο πρόσφατων γεγονότων ("recency bias"): ο αξιολογητής του οποίου οι βαθμολογίες βασίζονται στην πιο πρόσφατη απόδοση.

Μεροληψία βάσει κουλτούρας ("cultural bias"): ο αξιολογητής του οποίου οι βαθμολογίες βασίζονται στην προτιμώμενη του κουλτούρα.

Μεροληψία βάσει μίας συγκεκριμένης πτυχής ή χαρακτηριστικού ("halo effect"): όταν μία πτυχή της απόδοσης του αξιολογούμενου ή ένα χαρακτηριστικό της προσωπικότητας του επισκιάζει τις υπόλοιπες πτυχές ή χαρακτηριστικά (δηλ. εάν η πτυχή ή το χαρακτηριστικό είναι ευνοϊκή/ό ή δυσμενής/ές τότε και οι υπόλοιπες πτυχές ή χαρακτηριστικά βαθμολογούνται ως ευνοϊκές/ά ή δυσμενείς/ή).

Διαπροσωπικές σχέσεις ("interpersonal relationships"): ο αξιολογητής του οποίου οι βαθμολογίες επηρεάζονται από διαπροσωπικές σχέσεις π.χ. επιεικείς βαθμολογίες για σκοπούς αποφυγής συγκρούσεων και αυστηρές βαθμολογίες όταν ο αξιολογητής και ο αξιολογούμενος δεν έχουν καλή σχέση.



Επιδράσεις που πηγάζουν από τον οργανισμό ("organisational influences"): ο αξιολογητής του οποίου οι βαθμολογίες επηρεάζονται από τη χρήση των βαθμολογιών π.χ. επεικείς βαθμολογίες για σκοπούς μισθοδοσίας και προαγωγών (π.χ. βαθμολογείται κάποιος ως "εξάιρετος") και αυστηρές βαθμολογίες για σκοπούς ανάπτυξης. Συνειδητή διαστρέβλωση των βαθμολογιών που αποσκοπεί στην επίτευξη των επιθυμητών αποτελεσμάτων (π.χ. προαγωγή) έστω και εάν οι αξιολογητές γνωρίζουν πώς να διενεργούν ακριβείς βαθμολογίες. Απροθυμία από την πλευρά των αξιολογητών να διενεργούν ακριβείς βαθμολογίες εξαιτίας πολιτικών σκοπιμοτήτων (κομματικών ή εργασιακών πολιτικών). Η διαστρέβλωση της βαθμολογίας θεωρείται από τους αξιολογητές ως απαραίτητη και ωφέλιμη αφού θεωρούν ότι οι ακριβείς βαθμολογίες θα έκαναν ζημιά παρά καλό καθώς επίσης και για να μεγιστοποιούνται οι αμοιβές και να μειώνονται στο ελάχιστο οι ποινές/κυρώσεις (έτσι ώστε να αποφεύγονται οι διαπροσωπικές δυσκολίες με τους αξιολογούμενους) και για να επιτυγχάνεται ή να διατηρείται η ισότητα μέσα σε μια ομάδα εργασίας.

5. Η **αξιολόγηση βάσει προσωπικότητας** ("assessment on the basis of personality") είναι όταν ο αξιολογητής αξιολογεί το άτομο (την προσωπικότητα του) και όχι την απόδοσή του.
6. Η **αξιολόγηση βάσει απόδοσης** ("assessment on the basis of performance") είναι όταν ο αξιολογητής αξιολογεί την απόδοση του ατόμου και όχι την προσωπικότητα του.

#### **Διευκρίνιση:**

Η πιο κάτω διευκρίνιση δίνεται ούτως ώστε να σας υπενθυμίσει για τα άτομα που εξετάζουν ενστάσεις στο υφιστάμενο Σ.Α.Π..

1. Στο υφιστάμενο Σ.Α.Π., οι ενστάσεις εξετάζονται από την ομάδα αξιολόγησης (που διενήργησε την αρχική αξιολόγηση) χωρίς τη συμμετοχή άλλων ανεξάρτητων ατόμων.

## Ερωτηματολόγιο: Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

### ΜΕΡΟΣ II:

#### Οδηγίες:

Αυτό το μέρος του ερωτηματολογίου αποτελείται από μία ερώτηση πολλαπλής επιλογής και μία ερώτηση ανοικτού τύπου. Παρακαλείστε όπως απαντήσετε στην ερώτηση πολλαπλής επιλογής σημειώνοντας με "✓" τα κατάλληλα πεδία. Στην ερώτηση ανοικτού τύπου παρακαλείστε όπως απαντήσετε με δικά σας λόγια.

1.	Παρακαλώ όπως υποδείξετε την/τις προτιμώμενη/ες σας μέθοδο/μεθόδους για σκοπούς αξιολόγησης της απόδοσης σας (κάποιες από τις μεθόδους είναι πιο δαπανηρές και χρονοβόρες από κάποιες άλλες) σημειώνοντας με "✓" το πεδίο που αντιστοιχεί στη μέθοδο που σας αντιπροσωπεύει. <i>Μπορείτε να επιλέξετε περισσότερες από μία μέθοδο εάν ισχύουν (όλες οι μέθοδοι που θα επιλέξετε θα ισχύουν για σκοπούς αξιολόγησης και θα χρησιμοποιηθούν σε συνδυασμό).</i>	
α.	Βαθμολόγηση βάσει Κλίμακας ("rating scales": οι αξιολογούμενοι αξιολογούνται βάσει κάποιων κριτηρίων/ικανοτήτων που βαθμολογούνται από τους αξιολογητές με τη χρήση κάποιας κλίμακας· αυτή η μέθοδος χρησιμοποιείται στο υφιστάμενο Σ.Α.Π. του Κ.Ο.Τ..	<input type="checkbox"/>
β.	Ανατροφοδότηση 360 Μοιρών ("360-degree feedback": οι αξιολογούμενοι αξιολογούνται βάσει κριτηρίων/ικανοτήτων ή/και στόχων από τους προϊστάμενους, τους υφιστάμενους, τους ομοϊβάθμους και από τους ίδιους τους αξιολογούμενους {αυτοαξιολόγηση})	<input type="checkbox"/>
γ.	Κατάταξη ("ranking": οι αξιολογούμενοι συγκρίνονται και κατατάσσονται σε σειρά από τους αξιολογητές σύμφωνα με κάποια/ες κριτήρια/ικανότητες ή/και στόχους)	<input type="checkbox"/>
δ.	Στόχοι ("goals": οι αξιολογούμενοι αξιολογούνται βάσει στόχων απόδοσης που καθορίζονται και συμφωνούνται μεταξύ των αξιολογητών και αξιολογούμενων και που συνάδουν με τους στόχους του οργανισμού).	<input type="checkbox"/>
ε.	Κρίσιμα Περιστατικά ("critical incidents": οι αξιολογούμενοι αξιολογούνται από τους αξιολογητές βάσει ευνοϊκών και δυσμενών περιστατικών)	<input type="checkbox"/>
στ.	Αφηγηματική Έκθεση ("narrative report": η έκθεση ετοιμάζεται από τους αξιολογητές και εμπεριέχει οτιδήποτε επιθυμούν να αναφέρουν οι αξιολογητές για τους αξιολογούμενους)	<input type="checkbox"/>
ζ.	Άλλη Μέθοδος Παρακαλώ δηλώστε τη μέθοδο: .....	<input type="checkbox"/>
η.	Καμία Μέθοδος	<input type="checkbox"/>
<hr/>		
<hr/>		

2. Παρακαλώ αναφέρετε οποιαδήποτε επιπρόσθετα σχόλια επιθυμείτε σε σχέση με αυτή την ερευνητική μελέτη ή/και με θέματα αξιολόγησης προσωπικού (π.χ. παράγοντες που βελτιώνουν την απόδοση σας, σχετικούς και σημαντικούς προβληματισμούς σας, επιφυλάξεις, εισηγήσεις και ιδέες).

## Ερωτηματολόγιο: Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

### ΜΕΡΟΣ III:

**Οδηγίες:** Σε αυτό το μέρος του ερωτηματολογίου σας ζητείται να υποδείξετε την ιδιότητα σας σε ότι αφορά την αξιολόγηση και εποπτεία για σκοπούς στατιστικής ανάλυσης επί των συμπληρωμένων ερωτηματολογίων.

### Ορισμός:

**Εποπτεία:** Άμεση εργασιακή σχέση μεταξύ του προϊστάμενου και του υφιστάμενου, δηλ. ο προϊστάμενος αναθέτει και παρακολουθεί την εργασία που εκτελείται από τον υφιστάμενο.

1. Παρακαλώ υποδείξετε κατά πόσο εποπτεύετε άλλα άτομα σημειώνοντας με "✓" το κατάλληλο πεδίο:

Ναι  → Ερώτηση 2  
Όχι  → Ερώτηση 3

2. Παρακαλώ υποδείξετε κατά πόσο αξιολογείτε τα άτομα που εποπτεύετε σημειώνοντας με "✓" το κατάλληλο πεδίο:

Ναι, όλα τα άτομα   
Ναι, κάποια από τα άτομα   
Όχι

3. Παρακαλώ υποδείξετε κατά πόσο αξιολογείτε άτομα που δεν εποπτεύετε σημειώνοντας με "✓" το κατάλληλο πεδίο:

Ναι   
Όχι

4. Παρακαλώ υποδείξετε κατά πόσο αξιολογείτε από τα άτομα που σας εποπτεύουν σημειώνοντας με "✓" το κατάλληλο πεδίο:

Ναι   
Όχι

5. Παρακαλώ υποδείξετε κατά πόσο αξιολογείτε από άτομα που δεν σας εποπτεύουν σημειώνοντας με "✓" το κατάλληλο πεδίο:

NaI



O<sub>χ</sub>I



## Ερωτηματολόγιο: Ερευνητική Μελέτη για την Αξιολόγηση Προσωπικού

### ΜΕΡΟΣ IV:

**Οδηγίες:** Σε αυτό το μέρος του ερωτηματολογίου σας ζητείται να δώσετε κάποιες πληροφορίες για το άτομο σας οι οποίες θα με βοηθήσουν να διενεργήσω στατιστική ανάλυση επί των συμπληρωμένων ερωτηματολογίων. **Δεν** απαιτείται να δηλώσετε το όνομα σας.

1. Παρακαλώ υποδείξετε το φύλο σας σημειώνοντας με "✓" το κατάλληλο πεδίο:

Ανδρας  Γυναίκα

2. Παρακαλώ υποδείξετε την ηλικία σας σημειώνοντας με "✓" το πεδίο που αντιστοιχεί στη δική σας ηλικιακή ομάδα

Μέχρι 25 ετών  36-40  51-55   
26-30  41-45  56-60   
31-35  46-50  Πάνω από 60 ετών

3. Παρακαλώ υποδείξετε την οικογενειακή σας κατάσταση σημειώνοντας με "✓" το κατάλληλο πεδίο:

Παντρεμένος/η  Διαζευγμένος/η  Χήρος/α  Άγαμος/η

4. Παρακαλώ υποδείξετε τα χρόνια υπηρεσίας σας στον Κ.Ο.Τ. σημειώνοντας με "✓" το πεδίο που αντιστοιχεί στα δικά σας χρόνια υπηρεσίας:

1-5  11-15  21-25  Πάνω από 30   
6-10  16-20  26-30

5. Παρακαλώ υποδείξετε τα ακαδημαϊκά ή/και επαγγελματικά προσόντα που κατέχετε σημειώνοντας με "✓" τα πεδία που αντιστοιχούν στα δικά σας προσόντα:

Διδακτορικό  Επαγγελματικός Τίτλος (π.χ. Chartered, Certified)   
Μεταπτυχιακό (Masters)   
Μεταπτυχιακό Δίπλωμα (Postgraduate Diploma)   
Πτυχίο   
Απολυτήριο Λυκείου ή Γυμνασίου

Άλλα προσόντα (παρακαλώ καθορίστε

π.χ. διπλώματα, ειδικά εκπαιδευτικά προγράμματα, ειδικές εξετάσεις, κλπ.) .....

.....

**ΣΑΣ ΕΥΧΑΡΙΣΤΩ ΚΑΙ ΠΑΛΙ ΓΙΑ ΤΟ ΧΡΟΝΟ ΠΟΥ ΑΦΙΕΡΩΣΑΤΕ ΓΙΑ ΝΑ ΣΥΜΠΛΗΡΩΣΕΤΕ  
ΑΥΤΟ ΤΟ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ.**

## TAPE-RECORDER AND FREQUENCY OF CORRECTIONS

### Appraiser interviews

(i=interviewee)

-tape-recorder and corrections= i6, i5, i10,

-tape-recorder and no corrections= i12, i1, i7, i11, i20, i25, i14, i21, i17,

-no tape-recorder and corrections= i9, i2, i3, i18, i24, i8, i22,

-no tape-recorder and no corrections= i4, i19, i23, i13, i16, i15.

Even though there were interviewees for whom the tape-recorder was used and there were no corrections (i12, i1, i7, i11, i20, i25, i14, i21, i17) and interviewees for whom the tape-recorder was not used and there were corrections (i9, i2, i3, i18, i24, i8, i22), it cannot be concluded with certainty that the use of a tape-recorder reduces the frequency of corrections because there were interviewees for whom the tape-recorder was used and there were still corrections (i6, i5, i10) and interviewees for whom the tape-recorder was not used and there were no corrections (i4, i19, i23, i13, i16, i15).

### Preliminary interviews

(i=interviewee, w=with subordinates, wo= without subordinates)

-tape-recorder and corrections= i2w, i4wo, i1w, i4w, i5w,

-tape-recorder and no corrections= none,

-no tape-recorder and corrections= i3w, i3wo, i2wo,

-no tape-recorder and no corrections= i5wo, i1wo.

Even though there were interviewees for whom the tape-recorder was not used and there were corrections (i3w, i3wo, i2wo), it cannot be concluded with certainty that the use of a tape-recorder reduces the frequency of corrections because there were no interviewees for whom the tape-recorder was used and there were no corrections, there were interviewees for whom the tape-recorder was used and there were still corrections (i2w, i4wo, i1w, i4w, i5w) and interviewees for whom the tape-recorder was not used and there were no corrections (i5wo, i1wo).



**INTERVIEW PROCESS (APPRAISER AND PRELIMINARY INTERVIEWS)**

Duration of the Interviews and Talkative Interviewees

Appraiser interviews

(i=interviewee, nt=non-talkative, t=talkative, vt=very talkative, et=extremely talkative)

- 1 hr (i4, i9): nt, nt,
- 1¼hr (i2, i12): nt, nt,
- 1½ hr (i1, i3, i6, i7, i11): nt, nt, t, t, t,
- 1¾ hr (i5, i10, i20, i25): t, t, t, t,
- 2 hrs (i14, i18, i19, i21, i23, i24): t, t, t, t, t, t,
- 2¼ hrs (i13, i17): vt, vt,
- 2½ hrs (i8): vt,
- 2¾ hrs (i22): et,
- 3 hrs (i16): et,
- 3½ hrs (i15): et.

Duration: 1hr: 2/25=8%, 1¼hr: 2/25=8%, 1½hr: 5/25=20%, 1¾hr: 4/25=16%, 2hrs: 6/25=24%, 2¼hrs: 2/25=8%, 2½hrs: 1/25=4%, 2¾hrs: 1/25=4%, 3hrs: 1/25=4%, 3½hrs: 1/25=4%.

Average: 21½/10=2hrs approximately. Weighted Average: 47¼/25=1¾ hr approximately.

The duration of most interviews (60%) ranged from 1½ hour until 2 hours and the duration of the rest of the interviews (40%) ranged from 1 hour until 1¼ hour (16%) and from 2¼ hours until 3½ hours (24%).

Preliminary interviews

(i=interviewee, w=with subordinates, wo= without subordinates, nt=non-talkative, t=talkative, vt=very talkative)

- 1 hr (i3w): nt,
- 1¼hr (i5wo): nt,
- 1½ hr (i3wo, i2w): nt, nt,
- 1¾ hr (i1wo, i2wo, i4wo): t, t, vt,
- 2 hrs (i1w): vt,
- 2¼ hrs (i4w): vt,
- 2½ hrs (i5w): vt.

Duration: 1hr: 1/10=10%, 1¼hr: 1/10=10%, 1½hr: 2/10=20%, 1¾hr: 3/10=30%, 2hrs: 1/10=10%, 2¼hrs: 1/10=10%, 2½hrs: 1/10=10%.

Average: 12¼/7=1¾ hr approximately. Weighted Average: 17¼/10=1¾ hr approximately.

The duration of most interviews (50%) ranged from 1½ hour until 1¾ hour and the duration of the rest of the interviews (50%) ranged from 1 hour until 1¼ hour (20%) and from 2 hours until 2½ hours (30%). The duration of the interviews of the appraisees with subordinates (2hrs) was on average higher than those without subordinates (1½ hr) because the former were asked to answer the questions from the perspective of both the appraisee and the superior.

Duration of the Interviews and Number of Sessions

### Appraiser interviews

(i=interviewee, 1s=one session, ms=more sessions)

- 1 hr (i4, i9): 1s, ms,
- 1¼hr (i2, i12): 1s, 1s,
- 1½ hr (i1, i3, i6, i7, i11): 1s, 1s, ms, 1s, 1s,
- 1¾ hr (i5, i10, i20, i25): 1s, 1s, ms, ms,
- 2 hrs (i14, i18, i19, i21, i23, i24): ms, 1s, ms, ms, ms, ms,
- 2¼ hrs (i13, i17): 1s, ms,
- 2½ hrs (i8): ms,
- 2¾ hrs (i22): ms,
- 3 hrs (i16): ms,
- 3½ hrs (i15): ms.

Interviewees who had more than one session: 14 (56%).

Interviewees who had only one session: 11 (44%).

### Preliminary interviews

(i=interviewee, w=with subordinates, wo= without subordinates, 1s=one session, ms=more sessions)

- 1 hr (i3w): 1s,
- 1¼hr (i5wo): 1s,
- 1½ hr (i3wo, i2w): 1s, ms,
- 1¾ hr (i1wo, i2wo, i4wo): 1s, 1s, 1s,
- 2 hrs (i1w): 1s,
- 2¼ hrs (i4w): 1s,
- 2½ hrs (i5w): 1s.

Interviewees who had more than one session: 1 (10%).

Interviewees who had only one session: 9 (90%).

### Duration of the Interviews and Time of the Interview

#### Appraiser interviews

(i=interviewee, ao=after office hours, do=during office hours)

- 1 hr (i4, i9): ao, do,
- 1¼hr (i2, i12): partly do and partly ao, ao,
- 1½ hr (i1, i3, i6, i7, i11): ao, ao, ao, ao, ao,
- 1¾ hr (i5, i10, i20, i25): ao, ao, ao, ao except one session,
- 2 hrs (i14, i18, i19, i21, i23, i24): ao, ao, do, ao, ao, ao,
- 2¼ hrs (i13, i17): ao, ao except one session,
- 2½ hrs (i8): partly do and partly ao,
- 2¾ hrs (i22): ao,
- 3 hrs (i16): ao except 2 sessions,
- 3½ hrs (i15): ao.

#### Preliminary interviews

(i=interviewee, w=with subordinates, wo= without subordinates, ao=after office hours, do=during office hours)

- 1 hr (i3w): ao,
- 1¼hr (i5wo): ao,
- 1½ hr (i2w, i3wo): ao, ao,
- 1¾ hr (i1wo, i2wo, i4wo): ao, do, ao,
- 2 hrs (i1w): ao,

-2¼ hrs (i4w): ao,  
-2½ hrs (i5w): ao.

### Duration of the Interviews and Place of the Interview

#### Appraiser interviews

(i=interviewee, mo=my office, io=interviewee's office, t=teleconferencing)

-1 hr (i4, i9): t-our offices (abroad), one session at mo and one session via t-our offices,  
-1¼hr (i2, i12): io, io,  
-1½ hr (i1, i3, i6, i7, i11): io, mo, mo, mo, io,  
-1¾ hr (i5, i10, i20, i25): mo, mo, mo, mo,  
-2 hrs (i14, i18, i19, i21, i23, i24): io, t-mo and at i's home (other city), t-our offices (other city), mo, mo, mo,  
-2¼ hrs (i13, i17): mo, io,  
-2½ hrs (i8): t-our offices (abroad),  
-2¾ hrs (i22): t-mo and at i's home (other city),  
-3 hrs (i16): t-our offices,  
-3½ hrs (i15): mo.

Interviews conducted at my office: 12/25=48%.

Interviews conducted at interviewee's office: 6/25=24%.

Interviews conducted via teleconferencing: 7/25=28%.

#### Preliminary interviews

(i=interviewee, w=with subordinates, wo= without subordinates, mo=my office, io=interviewee's office, mdcr=my department's conference room)

-1 hr (i3w): mo,  
-1¼hr (i5wo): io,  
-1½ hr (i3wo, i2w): mo, mo,  
-1¾ hr (i1wo, i2wo, i4wo): mo, mdcr, mo,  
-2 hrs (i1w): mo, 2¼ hrs (i4w): mo,  
-2½ hrs (i5w): mo.

Interviews conducted at my office: 8/10=80%.

Interviews conducted at interviewee's office: 1/10=10%.

Interviews conducted at my department's conference room: 1/10=10%.

### Duration of the Interviews and Use of the Tape-Recorder

#### Appraiser interviews

(i=interviewee, y=yes=with tape-recorder, n=no=without tape-recorder)

-1 hr (i4, i9): n, n,  
-1¼ hr (i2, i12): n, y,  
-1½ hr (i1, i3, i6, i7, i11): y, n, y, y, y,  
-1¾ hr (i5, i10, i20, i25): y, y, y, y,  
-2 hrs (i14, i18, i19, i21, i23, i24): y, n, n, y, n, n,  
-2¼ hrs (i13, i17): n, y,  
-2½ hrs (i8): n,  
-2¾ hrs (i22): n,  
-3 hrs (i16): n,  
-3½ hrs (i15): n.

Interviews conducted with the tape-recorder: 12/25=48%.

Interviews conducted without the tape-recorder: 13/25=52%.

### Preliminary interviews

(i=interviewee, w=with subordinates, wo= without subordinates, y=yes=with tape-recorder, n=no=without tape-recorder)

-1 hr (i3w): n,

-1¼hr (i5wo): n,

-1½ hr (i3wo, i2w): n, y,

-1¾ hr (i1wo, i2wo, i4wo): n, n, y,

-2 hrs (i1w): y,

-2¼ hrs (i4w): y,

-2½ hrs (i5w): y.

Interviews conducted with the tape-recorder: 5/10=50%.

Interviews conducted without the tape-recorder: 5/10=50%.

### Duration of the Interviews and Review of the Questions and Preparation for the Interview

#### Appraiser interviews

(i=interviewee, y=yes=reviewed the questions and prepared for the interview, n=no=did not review the questions and did not prepare for the interview)

-1 hr (i4, i9): y, n,

-1¼hr (i2, i12): y, y,

-1½ hr (i1, i3, i6, i7, i11): n, y, y, y, y,

-1¾ hr (i5, i10, i20, i25): y, y, y, y,

-2 hrs (i14, i18, i19, i21, i23, i24): n, y, n, n, n, n,

-2¼ hrs (i13, i17): n, y,

-2½ hrs (i8): y,

-2¾ hrs (i22): y,

-3 hrs (i16): n,

-3½ hrs (i15): n.

Interviewees who reviewed the questions and prepared for the interview (incl. those who reviewed the questions briefly and prepared briefly): 15/25=60%.

Interviewees who did not review the questions and prepare for the interview (incl. those who reviewed the questions briefly but did not prepare mainly due to lack of time): 10/25=40%.

### Preliminary interviews

(i=interviewee, w=with subordinates, wo=without subordinates, y=yes=reviewed the questions and prepared for the interview, n=no=did not review the questions and did not prepare for the interview)

-1 hr (i3w): y,

-1¼hr (i5wo): y,

-1½ hr (i3wo, i2w): y, n,

-1¾ hr (i1wo, i2wo, i4wo): y, y, y,

-2 hrs (i1w): y,

-2¼ hrs (i4w): y,

-2½ hrs (i5w): y.

Interviewees who reviewed the questions and prepared for the interview (incl. those who reviewed the questions briefly): 9/10=90%.

Interviewees who did not review the questions and prepare for the interview (due to lack of time): 1/10=10%.

**CONTENT AND STRUCTURE OF THE 1<sup>ST</sup> VERSION (1<sup>ST</sup> PILOT) OF THE QUESTIONNAIRE**

Instructions: see the final version of the questionnaire in chapter 6

Part i: agreement/disagreement and effect on performance statements (closed-ended questions):

-instructions: the respondents were asked to answer each of the statements by circling the number that represented their opinion

-examples: 2 examples were provided so as to help the respondents answer part i. These examples were the following: a) agreement with a negative statement reduced performance because of the current situation (e.g. the factors of an effective PAS did not exist or the current PAS was ineffective) or had no effect on performance regardless of the situation (e.g. performance was unaffected because of self-generated motivation), b) disagreement with a positive statement reduced performance because of the current situation (e.g. the factors of an effective PAS did not exist or the lack of goals did not help in working in an organised manner) or enhanced performance because did not believe in the factors of an effective PAS (e.g. did not like working on the basis of goals) or had no effect on performance regardless of the situation

- agreement/disagreement and effect on performance statements (closed-ended questions): 29 statements referring to the factors of an effective PAS which improved performance as well as the current situation that existed at CTO in relation to those factors. There were two different types of scale. The first one was a 5-point scale and the respondents were asked to indicate the extent of their agreement or disagreement (Likert scale: agree strongly, agree, neutral/don't know, disagree, disagree strongly). The second one was a 4-point scale and the respondents were asked to indicate how their performance was affected by their agreement or disagreement on the first scale (Likert scale: enhances my performance, reduces my performance, has no effect on my performance, don't know the effect on my performance). There was a balanced mixture of both positive and negative statements so that the statements were not biased towards one direction i.e. 16 positive statements (existence of the factors of an effective PAS or believing in the factors of an effective PAS) and 13 negative statements (lack of the factors of an effective PAS or not believing in the factors of an effective PAS). Comments and/or examples were provided for some of the statements for purposes of enhancing respondents' understanding.

When a questionnaire consists of many pages and questions, the respondents usually assume that the completion is time consuming and they are discouraged from completing it irrespective of the actual duration which may be reasonable (e.g. up to 20 minutes). In order to avoid the above assumption which is made by the respondents, the number of pages had to be consistent with the actual duration of completing the questionnaire. I was planning to distribute a questionnaire of a reasonable duration and therefore the questionnaire was not supposed to consist of many pages. For this reason, the closed-ended questions were drafted in a landscape format (the statements in rows on the left and the scale(s) in columns on the right)

instead of a portrait format (the statements in rows and the scale(s) in rows underneath the statements; a scale for each statement)

-definitions/clarification: see the final version of the questionnaire in chapter 6. In this version of the questionnaire, they were placed at the beginning of part i but in the 2<sup>nd</sup> version of the questionnaire they were placed at the end of part i (see 2<sup>nd</sup> version for reasons)

Part ii: significance/insignificance statements (closed-ended questions):

-instructions: the respondents were asked to answer each of the statements by circling the number that represented their opinion

-significance/insignificance statements (closed-ended questions): 19 statements referring to the factors of an effective PAS which improved performance. The respondents were asked to indicate the degree of significance or insignificance they attached to the factors of an effective PAS by using the 5-point scale provided (Likert scale: very significant, significant, neutral/don't know, insignificant, very insignificant). The statements in this part were the same as the statements in part i apart from the statements which referred to beliefs, needs and preferences which were not included in this part because the agreement or disagreement with this type of statements in part i indicated also the significance or insignificance of the factors of an effective PAS. The statements in part i which referred to the current situation that existed at CTO in relation to the factors of an effective PAS were included in this part because the agreement or disagreement with this type of statements in part i did not indicate the significance or insignificance of the factors of an effective PAS. The statements in this part were slightly rephrased for purposes of becoming more personalised so that the respondents would clearly express an opinion in relation to their own circumstances (e.g. you, your, your performance, your appraiser). All the statements in this part were positive for purposes of simplicity since they referred to the factors of an effective PAS which are by nature positive (it is easier to indicate the degree of significance or insignificance of a positive statement)

Part iii: assessment methods (1 multiple choice and open-ended question), measurement (1 open-ended question), factors that improve performance (1 open-ended question) and additional comments (1 open-ended question):

-instructions: the respondents were asked to answer the multiple choice question by ticking the appropriate boxes and the open-ended questions by using their own words

-assessment methods (1 multiple choice and open-ended question): the respondents were asked to indicate their preferred assessment methods from a list of different options; more than one method could be selected and all the methods selected would be used in combination. The assessment methods that were listed are the most common methods and they are the following: a)rating scales, b)360 degree feedback, c)ranking, d)goals, e)critical incidents, f)narrative report, g)another method (to state the method), h)no method. The respondents were also asked to justify their preference and indicate the degree of significance of the preferred methods in relation to the improvement of their performance. The respondents were also asked to indicate

how the current assessment method (rating scales) affected their performance from a list of different options (i.e. enhances my performance, reduces my performance, has no effect on performance, don't know the effect on my performance). The qualities/competencies (professional development, performance, work interest, sense of responsibility, initiative, cooperation/interpersonal relationships, conduct with business associates, managerial capability) and scale (excellent, very good, satisfactory, unsatisfactory) of the current assessment method were mentioned for purposes of reminding the respondents about the current assessment method before answering the question. The respondents were asked to indicate whether they found the above qualities/competencies and scale sufficient and suitable and why. The respondents were also asked to mention the qualities/competencies and scale that they considered sufficient and suitable in case the qualities/competencies and scale of the current assessment method were not sufficient and suitable. The respondents were also asked to indicate the degree of significance (in relation to performance) they attached to the use of the right qualities/competencies and scale

-measurement (1 open-ended question): the respondents were asked to mention and justify the measures that needed to be in place for measuring their performance; explanatory comments about the measurement of performance were provided so as to help the respondents answer the question. The respondents were also asked to explain how the above measures were suitable, practicable and significant in relation to improving their performance; explanatory comments about the suitable and practicable measures were provided so as to help the respondents answer the question. The respondents were also asked to mention whether the above measures were actually practised at work and indicate the effect of such a practice on their performance. The respondents were also asked to mention the measures that they currently used in case they were different from the above measures and the effect of such measures on their performance

-factors that improved performance (1 open-ended question): the respondents were asked to mention other factors (apart from the ones mentioned in the questionnaire) which were significant for improving their performance and justify their response

-additional comments (1 open-ended question): the respondents were asked to mention any additional comments in relation to the research project and/or the subject of performance appraisals (e.g. concerns, reservations, suggestions, ideas)

Part iv: supervision and appraisal status: see the final version of the questionnaire in chapter 6

Part v: demographic features: see the final version of the questionnaire in chapter 6.

The demographic features of the position/job title and department were included in this version of the questionnaire (after the feature of the years of service at CTO) but they were deleted in the final version according to the request and condition of the Acting Director General (see chapter 5 for details).

The respondents were asked to indicate the above demographic features by stating the required feature (instead of ticking the appropriate box from a list of options). Even though the answering mode for these features was inconsistent with the rest of the

features, it was considered suitable for purposes of saving space. The same approach was followed for the feature of other qualifications (applicable in the final version also) whereby the respondents were asked to specify/state their other qualifications (a few examples were provided i.e. diplomas, special courses, special exams); in this case, a list of options could not be provided as the list was not exhaustive (unlike the other features whereby all the options were known).

The part for the demographic features was the last part of the questionnaire so as to avoid defensiveness on behalf of the respondents (they would probably be discouraged to complete the questionnaire if the part for the demographic features was the first part of the questionnaire)

Thank You note: see the final version of the questionnaire in chapter 6.



## CONTENT AND STRUCTURE OF THE 2<sup>ND</sup> VERSION (2<sup>ND</sup> PILOT) OF THE QUESTIONNAIRE

Instructions: see the final version of the questionnaire in chapter 6

Part i: agreement/disagreement statements (closed-ended questions), effect on performance of the aspects of the current situation/PAS (open-ended question) and effect on performance of the factors of an effective PAS (open-ended question):

-instructions: they were rephrased according to the amendments mentioned below (examples, definitions/clarification, open-ended question in section 2)

-2 examples: they were deleted because they were not necessary anymore i.e. the completion was much simpler as there was only one scale (agreement/disagreement) instead of two scales (agreement/disagreement and effect on performance)

-definitions/clarification: they were placed at the end of part i so as to minimise the completion time i.e. when the definitions are placed at the beginning the respondents read them once and when they answer the questions they read them again so as to remind themselves about them whereas when they are placed at the end the respondents read them only once when they have to refer to them whilst answering the questions

-agreement/disagreement statements (closed-ended questions) and effect on performance of the aspects of the current situation/PAS (open-ended question): the 29 agreement/disagreement statements increased to 31 (section 1) because 2 positive statements were added. The new statements, as explained below, referred to measurement of performance (measurement taking place, feasibility of measurement) and were necessary for purposes of obtaining some general information about measurement. The scale (2<sup>nd</sup> scale) for the effect on performance was deleted and replaced by an open-ended question (section 2). The respondents were asked to specify (briefly and concisely) the aspects of the current situation/PAS (from the list of the agreement/disagreement statements in section 1) which enhanced performance, reduced performance or had no effect on performance (the option of “don’t know the effect on performance” was deleted for the reasons mentioned below). All the agreement/disagreement statements (section 1), which were a balanced mixture of both positive and negative statements, were converted into positive statements for the reasons mentioned in the final version of the questionnaire. Three statements contained the word “not” (“The current PAS of CTO does not need to change for purposes of improving organisational and individual performance”, “I believe that ratings distortion should not take place”, “Under the current PAS, ratings distortion does not take place”) for purposes of converting the statements (which were negative) into positive statements (in this version of the questionnaire the statements were two and not three). There were three statements which contained both positive and negative features i.e. “I believe that appeals should be examined by the appraisal team which made the assessment in the first place as well as other independent persons”, “I believe that the appraisers should assess the appraisee both on the basis of his/her personality and his/her performance”, “My appraisers assess me both on the basis of

my personality and my performance”; in this context, the “independent persons” was a positive feature, the “appraisal team” was a negative feature, the “performance” was a positive feature and the “personality” was a negative feature (in this version of the questionnaire the statements were two and not three). The statements could not be converted into positive statements with the addition of the word “not” because they were compound statements (both positive and negative); besides, the word “not” would cause confusion and make the compound statements even more difficult to comprehend (compound statements are more difficult to comprehend than simple statements). The compound statements could not be converted into simple statements because the respondents were supposed to indicate whether they were in favour of both positive and negative features. The respondents were also supposed to indicate whether they were in favour of only positive features by answering the three positive simple statements which were related to the three compound statements above i.e. “I believe that appeals should be examined by other independent persons only without the participation of the appraisal team which made the assessment in the first place”, “I believe that the appraisers should assess the appraisee on the basis of his/her performance only”, “My appraisers assess me on the basis of my performance only” (in this version of the questionnaire the statements were two and not three)

-effect on performance of the factors of an effective PAS (open-ended question): the 19 significance/insignificance statements were deleted and replaced by an open-ended question in part i (section2). The respondents were asked to specify (briefly and concisely) the factors of an effective PAS (from the list of the agreement/disagreement statements in section 1) which enhanced performance, reduced performance or had no effect on performance (the option of “don’t know the effect on performance” was deleted for the reasons mentioned below). The open-ended question could have alternatively been a closed-ended question i.e. listing the factors in groups (e.g. group 1=goals, group 2=feedback, group 3=rewards etc.) together with the options for the effect on performance. However, this alternative would make the questionnaire longer (more pages) and more time consuming since the respondents would have to spend time to answer the question in a structured manner (i.e. for each group of factors). The open-ended question alternative gave the choice to the respondents to answer in a structured or unstructured manner (e.g. a respondent who does not wish to spend too much time will look at the big picture and will talk only about the most important factors). The same approach was followed for the open-ended question which is mentioned above (aspects of the current situation/PAS)

Part ii: factors that improved performance (1 open-ended question) and additional comments (1 open-ended question): see the 1<sup>st</sup> version of the questionnaire in appendix 32

Part ii: assessment methods (1 multiple choice and open-ended question) and measurement (1 open-ended question):

-assessment methods (1 multiple choice and open-ended question): the justification part on the preferred assessment methods was deleted because the “why” questions are not recommended for purposes of questionnaires (a longwinded and time consuming questionnaire minimises the response rate); besides, the “why” questions were asked during the interviews. The part about the suitability and sufficiency of the qualities/competencies and scale of the current assessment method

was also deleted (the scale and qualities/competencies were also deleted) so as to minimise the completion time (the pilot results indicated that the completion of the questionnaire was in general time consuming) and avoid questions of a more specialised nature (the pilot results indicated that the respondents found such questions difficult). The respondents, who were aware of such specialised information and had an opinion about such issues, could express their opinion in the “additional comments” question (very few respondents were expected to express such an opinion because the interviews indicated that most employees were not aware of such specialised information; however they could think about such issues if they spent the time and someone guided them through). The part about the effect on performance of the current assessment method was not deleted but one of the options was deleted i.e. the option of “don’t know the effect on performance”. This option was considered unsuitable because the respondents were in a position to know how their performance was affected but they just needed to take some time and think about it. The pilot results indicated that this option was preferred by the respondents on many occasions so as to avoid spending the time to think about the effect on performance (the option was leading the respondents to answer in that manner). In case few of the respondents were truly not in a position to know how their performance was affected they could mention that or they could simply not answer the question. All the above amendments converted the “multiple choice and open-ended question” into a “multiple choice question” only

-measurement (1 open-ended question): the question which was longwinded was deleted so as to minimise the completion time (the pilot results indicated that the completion of the questionnaire was in general time consuming) and avoid questions of a more specialised nature (the pilot results indicated that the respondents found such questions difficult). For purposes of obtaining some general information about measurement, it was considered suitable to use closed-ended questions which were included in part i (see above). The respondents, who were aware of more specialised information and had an opinion about such issues, could express their opinion in the “additional comments” question (very few respondents were expected to express such an opinion because the interviews indicated that most employees were not aware of such specialised information; however they could think about such issues if they spent the time and someone guided them through)

Part iii: supervision and appraisal status: see the final version of the questionnaire in chapter 6

Part iv: demographic features: see the 1<sup>st</sup> version of the questionnaire in appendix 32

Thank You note: see the final version of the questionnaire in chapter 6.

## **“IF STATEMENTS” FOR PURPOSES OF ASCERTAINING THE EFFECT ON THE RESPONDENTS’ PERFORMANCE**

### Explanation on how the respondents’ performance was affected

The following is an explanation on how the respondents’ performance was affected by the current situation statements (effectiveness of the current PAS: current situation in relation to the factors of an effective PAS) and the belief statements (significance of the factors of an effective PAS: significance in relation to the improvement of performance). The effect on performance was ascertained (see appendix 40) with the use of “if statements” which covered all the possible responses (agree strongly or agree: 1 or 2, neutral/don’t know: 3, disagree or disagree strongly: 4 or 5) on effectiveness and significance.

There were 9 possible responses and 4 performance outcomes: enhanced performance=1, no effect on performance (the performance stayed the same: it did not increase or decrease)=2, reduced performance=3, uncertain effect on performance (the performance could increase, stay the same or decrease)=4. Even though it was possible to have more than one performance outcome for each possibility, conclusions could still be drawn in terms of positive or negative effect on performance unless the possibility contained uncertainty (in this case there was only one performance outcome).

Conclusions could not be drawn (in terms of positive or negative effect on performance) when the effect on performance was uncertain because the current situation and/or the belief in a factor were unknown or neutral (neutral/don’t know: 3). The effect on performance was also uncertain in the case of non-response i.e. the non-response cases for the current situation and/or the belief statements made the current situation and/or the belief in a factor unknown.

In the case of the unknown current situation and/or belief in a factor (don’t know: 3), the respondents did not agree or disagree possibly because they did not know how to answer. Even though the respondents were expected to know if they believed in a factor or not (unusual not to know) and how their performance was affected by that factor, they did not know possibly because they were not familiar with the subject. Even though the respondents were expected to know if a factor existed or not (unusual not to know) and how their performance was affected by the existence or lack of a factor (current situation), they did not know possibly because they were not familiar with the subject, they based their answers on their own and other employees’ circumstances and for certain factors they were not aware of other employees’ circumstances and for certain factors which referred to their appraisers (e.g. appraisal skills and knowledge of appraisers) they were not aware of their appraisers’ circumstances.

In the case of the neutral current situation and/or belief in a factor (neutral: 3), the respondents did not agree or disagree possibly because they had no strong feelings or opinion about certain factors or they agreed on certain occasions and disagreed on other occasions. The neutral belief in a factor could be interpreted in the following way: the respondents sometimes believed in a factor and sometimes not (even though

it is unusual, it is possible to believe that a factor should sometimes exist and sometimes not according to the circumstances) so that both the belief and the non-belief were neutralised and none of them prevailed. The neutral current situation could be interpreted in the following way: the respondents believed that sometimes the factor existed and sometimes it did not or it was applicable to some employees and not to others or it was applicable to some appraisers and not to others so that both the existence and lack were neutralised and none of them prevailed. In relation to the applicability to some employees and not to others, some respondents might have answered after taking into account their own and other employees' circumstances despite the fact that the statements were referring to the personal circumstances of each respondent. Therefore, it is possible that some of the factors were applicable to them and not to other employees and some of the factors were applicable to other employees and not to them. In relation to the applicability to some appraisers and not to others, some respondents might have answered after taking into account all their appraisers' circumstances despite the fact that the statements were referring to the circumstances of the main appraiser of each respondent (the main appraiser is usually the supervisor who has working contact with a subordinate but it could also be the official supervisor who has no working contact with a subordinate). Therefore, it is possible that some of the factors were applicable to the main appraiser and not to the rest of the appraisers and some of the factors were applicable to the rest of the appraisers and not to the main appraiser.

Bearing in mind what has been mentioned above, the respondents whose answers on the current situation and/or the belief in a factor were not unknown or neutral (agree strongly or agree: 1 or 2, disagree or disagree strongly: 4 or 5) might have answered after taking into account their own and other employees' circumstances and all their appraisers' circumstances or after taking into account only their own circumstances and the circumstances of their main appraiser. In the former case, some of the factors were applicable to all the employees including themselves and to all their appraisers and some of the factors were not applicable to any employee including themselves or to any of their appraiser (they were aware of other employees' circumstances and all their appraisers' circumstances). In the latter case, some of the factors were applicable to them and their main appraiser and some of the factors were not applicable to them and their main appraiser but it is possible that the factors which were applicable to them and their main appraiser not to have been applicable to other employees and the rest of the appraisers and the factors which were not applicable to them and their main appraiser to have been applicable to other employees and the rest of the appraisers (irrespective if they were aware of other employees' circumstances and all their appraisers' circumstances). In addition, it is possible that they believed in some of the factors and did not believe in other factors irrespective if they were familiar with the subject.

#### Rationale of the 4 performance outcomes

The following is the rationale of the 4 performance outcomes (inc. the positive or negative effect on performance). My experience from the appraiser and preliminary interviews guided the rationale:

-enhanced performance=1: if an individual believes in a factor (the factor is significant in relation to the improvement of performance) and that factor exists (effective PAS) then the individual's performance is enhanced because the current

situation has a positive effect on performance (existence of a factor which influences performance positively)

-enhanced performance=1: if an individual does not believe in a factor (the factor is not significant in relation to the improvement of performance) and that factor does not exist (ineffective PAS) then the individual's performance is enhanced because the current situation has a positive effect on performance (lack of a factor which influences performance negatively)

-reduced performance=3: if an individual believes in a factor (the factor is significant in relation to the improvement of performance) and that factor does not exist (ineffective PAS) then the individual's performance is reduced because the current situation has a negative effect on performance (lack of a factor which influences performance positively)

-reduced performance=3: if an individual does not believe in a factor (the factor is not significant in relation to the improvement of performance) and that factor exists (effective PAS) then the individual's performance is reduced because the current situation has a negative effect on performance (existence of a factor which influences performance negatively)

-no effect on performance (the performance stays the same)=2: if an individual believes in a factor (the factor is significant in relation to the improvement of performance) and that factor exists (effective PAS) then the individual's performance stays the same because the individual's level of performance is not positively affected by the current situation e.g. the individual maintains the level of performance (not motivated to increase it) despite the positive current situation, the individual ignores the positive current situation and maintains the level of performance, the factor or its existence influences performance but not to a great extent so that the performance does not change

-no effect on performance (the performance stays the same)=2: if an individual does not believe in a factor (the factor is not significant in relation to the improvement of performance) and that factor does not exist (ineffective PAS) then the individual's performance stays the same because the individual's level of performance is not positively affected by the current situation e.g. the individual maintains the level of performance (not motivated to increase it) despite the positive current situation, the individual ignores the positive current situation and maintains the level of performance, the factor or its lack influences performance but not to a great extent so that the performance does not change

-no effect on performance (the performance stays the same)=2: if an individual believes in a factor (the factor is significant in relation to the improvement of performance) and that factor does not exist (ineffective PAS) then the individual's performance stays the same because the individual's level of performance is not negatively affected by the current situation e.g. the individual's self-generated motivation maintains the level of performance despite the negative current situation, the individual ignores the negative current situation so as to maintain the level of performance, the factor or its lack influences performance but not to a great extent so that the performance does not change

-no effect on performance (the performance stays the same)=2: if an individual does not believe in a factor (the factor is not significant in relation to the improvement of performance) and that factor exists (effective PAS) then the individual's performance stays the same because the individual's level of performance is not negatively affected by the current situation e.g. the individual's self-generated motivation maintains the level of performance despite the negative current situation, the individual ignores the

negative current situation so as to maintain the level of performance, the factor or its existence influences performance but not to a great extent so that the performance does not change

-uncertain effect on performance=4: if an individual does not know if believes in a factor or not (does not know if that factor is necessary and should exist or not) or is neutral about a factor (neutral effect as sometimes believes in a factor and sometimes not; believes that a factor should sometimes exist and sometimes not) and that factor does not exist then the effect on the individual's performance is uncertain because the significance of the factor (belief in the factor) in relation to the improvement of performance is undetermined

-uncertain effect on performance=4: if an individual does not know if believes in a factor or not (does not know if that factor is necessary and should exist or not) or is neutral about a factor (neutral effect as sometimes believes in a factor and sometimes not; believes that a factor should sometimes exist and sometimes not) and that factor exists then the effect on the individual's performance is uncertain because the significance of the factor (belief in the factor) in relation to the improvement of performance is undetermined

-uncertain effect on performance=4: if an individual believes in a factor and does not know if the factor exists or not (or if it is applicable to some employees/appraisers and not to others) or is neutral about the existence of the factor (neutral effect as sometimes the factor exists and sometimes it does not or it is applicable to some employees/appraisers and not to others) then the effect on the individual's performance is uncertain because the effectiveness of the current PAS (current situation in relation to the factor) is undetermined

-uncertain effect on performance=4: if an individual does not believe in a factor and does not know if the factor exists or not (or if it is applicable to some employees/appraisers and not to others) or is neutral about the existence of the factor (neutral effect as sometimes the factor exists and sometimes it does not or it is applicable to some employees/appraisers and not to others) then the effect on the individual's performance is uncertain because the effectiveness of the current PAS (current situation in relation to the factor) is undetermined

-uncertain effect on performance=4: if an individual does not know if believes in a factor or not (does not know if that factor is necessary and should exist or not) or is neutral about a factor (neutral effect as sometimes believes in a factor and sometimes not; believes that a factor should sometimes exist and sometimes not) and does not know if the factor exists or not (or if it is applicable to some employees/appraisers and not to others) or is neutral about the existence of the factor (neutral effect as sometimes the factor exists and sometimes it does not or it is applicable to some employees/appraisers and not to others) then the effect on the individual's performance is uncertain because both the significance of the factor (belief in the factor) in relation to the improvement of performance and the effectiveness of the current PAS (current situation in relation to the factor) are undetermined.

#### Belief and current situation statements

All the belief and current situation statements were positive i.e. believing in a factor and the factor exists. Therefore, the following applied:

-believing in a factor: agree strongly or agree: 1 or 2

-not knowing if believe in a factor or not (not knowing if a factor is necessary and should exist or not) or being neutral about a factor (neutral effect as sometimes

believing in a factor and sometimes not; believing that a factor should sometimes exist and sometimes not): neutral/don't know: 3  
 -not believing in a factor: disagree or disagree strongly: 4 or 5  
 -the factor exists: agree strongly or agree: 1 or 2  
 -not knowing if the factor exists or not (or if it is applicable to some employees/appraisers and not to others) or being neutral about the existence of the factor (neutral effect as sometimes the factor exists and sometimes it does not or it is applicable to some employees/appraisers and not to others): neutral/don't know: 3  
 -the factor does not exist: disagree or disagree strongly: 4 or 5.

If the statements were negative the above would be reversed. In the case of new variables which were created (see appendix 39), the above were reversed for four statements (two belief statements and two current situation statements) because they were negative.

#### The 9 possible responses and the 4 performance outcomes

The 9 possible responses and the 4 performance outcomes are the following:

- i)if the respondents believed in a factor (belief statement: agree strongly or agree: 1 or 2) and that factor did not exist (current situation statement: disagree or disagree strongly: 4 or 5) then it was inferred that their performance was not enhanced i.e. it stayed the same or was reduced (2 or 3); the current situation had a negative effect on their performance and the factor influenced their performance positively
- ii)if the respondents did not believe in a factor (belief statement: disagree or disagree strongly: 4 or 5) and that factor did not exist (current situation statement: disagree or disagree strongly: 4 or 5) then it was inferred that their performance was not reduced i.e. it was enhanced or stayed the same (1 or 2); the current situation had a positive effect on their performance and the factor influenced their performance negatively
- iii)if the respondents believed in a factor (belief statement: agree strongly or agree: 1 or 2) and that factor existed (current situation statement: agree strongly or agree: 1 or 2) then it was inferred that their performance was not reduced i.e. it was enhanced or stayed the same (1 or 2); the current situation had a positive effect on their performance and the factor influenced their performance positively
- iv)if the respondents did not believe in a factor (belief statement: disagree or disagree strongly: 4 or 5) and that factor existed (current situation statement: agree strongly or agree: 1 or 2) then it was inferred that their performance was not enhanced i.e. it stayed the same or was reduced (2 or 3); the current situation had a negative effect on their performance and the factor influenced their performance negatively
- v)if the respondents did not know if they believed in a factor or not (did not know if that factor was necessary and should have existed or not) or they were neutral about a factor (neutral effect as sometimes they believed in a factor and sometimes they did not; they believed that a factor should have sometimes existed and sometimes not) (belief statement: neutral/don't know: 3) and that factor did not exist (current situation statement: disagree or disagree strongly: 4 or 5) then it could not be inferred if their performance was enhanced, stayed the same or was reduced (uncertain effect on performance: 4); it was not certain if the current situation had a negative or positive effect on their performance and if the factor influenced their performance negatively or positively
- vi)if the respondents did not know if they believed in a factor or not (did not know if that factor was necessary and should have existed or not) or they were neutral about a factor (neutral effect as sometimes they believed in a factor and sometimes they did not; they believed that a factor should have sometimes existed and sometimes not)



(belief statement: neutral/don't know: 3) and that factor existed (current situation statement: agree strongly or agree: 1 or 2) then it could not be inferred if their performance was enhanced, stayed the same or was reduced (uncertain effect on performance: 4); it was not certain if the current situation had a negative or positive effect on their performance and if the factor influenced their performance negatively or positively

vii)if the respondents believed in a factor (belief statement: agree strongly or agree: 1 or 2) and they did not know if that factor existed or not (or if it was applicable to some employees/appraisers and not to others) or they were neutral about the existence of the factor (neutral effect as sometimes the factor existed and sometimes it did not or it was applicable to some employees/appraisers and not to others) (current situation statement: neutral/don't know: 3) then it could not be inferred if their performance was enhanced, stayed the same or was reduced (uncertain effect on performance: 4); the factor influenced their performance positively but it was not certain if the current situation had a negative or positive effect on their performance

viii)if the respondents did not believe in a factor (belief statement: disagree or disagree strongly: 4 or 5) and they did not know if that factor existed or not (or if it was applicable to some employees/appraisers and not to others) or they were neutral about the existence of the factor (neutral effect as sometimes the factor existed and sometimes it did not or it was applicable to some employees/appraisers and not to others) (current situation statement: neutral/don't know: 3) then it could not be inferred if their performance was enhanced, stayed the same or was reduced (uncertain effect on performance: 4); the factor influenced their performance negatively but it was not certain if the current situation had a negative or positive effect on their performance

ix)if the respondents did not know if they believed in a factor or not (did not know if that factor was necessary and should have existed or not) or they were neutral about a factor (neutral effect as sometimes they believed in a factor and sometimes they did not; they believed that a factor should have sometimes existed and sometimes not) (belief statement: neutral/don't know: 3) and they did not know if that factor existed or not (or if it was applicable to some employees/appraisers and not to others)or they were neutral about the existence of a factor (neutral effect as sometimes the factor existed and sometimes it did not or it was applicable to some employees/appraisers and not to others) (current situation statement: neutral/don't know: 3) then it could not be inferred if their performance was enhanced, stayed the same or was reduced (uncertain effect on performance: 4); it was not certain if the current situation had a negative or positive effect on their performance and if the factor influenced their performance negatively or positively.

## TRANSLATION

**Differences between the English Version and the Greek Version**Examples from the covering letter for the interviews

i)-English version: “my role as a researcher does not make me more important....”

-Greek version when translated back into English (“word for word”): “my role as a researcher does not.....”

(the Greek version omitted some words).

ii)-English version: “....your permission will be asked....”

-Greek version when translated back into English (“word for word”): “....your consent will be asked....”

(the Greek version used another similar word).

Examples from the consent form for the interviews

i)-English version: “....free to decline....”

-Greek version when translated back into English (“word for word”): “....have the right to decline.....”

(the Greek version used other similar words).

ii)-English version: “....research....”

-Greek version when translated back into English (“word for word”): “....research project....”

(the Greek version added another related word).

iii)-English version: “....information acquired....”

-Greek version when translated back into English (“word for word”): “....information collected....”

(the Greek version used another similar word).

iv)-English version: “....of up to 1 ¼ hour’s duration”

-Greek version when translated back into English (“word for word”): “....of about 1 ¼ hour’s duration”

(the Greek version used another similar word).

v)-English version: “....identification....”

-Greek version when translated back into English (“word for word”): “....revelation of an individual’s/someone’s identity....”

(the Greek version added other similar and related words).

Examples from the interview checklist

i)-English version: “....performance appraisals”

-Greek version when translated back into English (“word for word”):

“....appraisal/evaluation of personnel”

(the Greek version used another related word).

ii)-English version: “interview checklist....”

-Greek version when translated back into English (“word for word”): “list of questions....”

(the Greek version added another related word and omitted a word).

iii)-English version: “....individual performance....”

-Greek version when translated back into English (“word for word”):

“.....individual/personal performance of employees....”

- (the Greek version added another related word).  
 iv)-English version: “...belief....”  
 -Greek version when translated back into English (“word for word”):  
 “.....opinion.....”  
 (the Greek version used another similar word).  
 v)-English version: “...find.....”  
 -Greek version when translated back into English (“word for word”):  
 “.....consider.....”  
 (the Greek version used another similar word).  
 vi)-English version: “...how.....”  
 -Greek version when translated back into English (“word for word”): “.....by  
 whom.....”  
 (the Greek version used another related word).  
 vii)-English version: “...with what is practised.....”  
 -Greek version when translated back into English (“word for word”): “.....with the  
 method of assessment.....”  
 (the Greek version used other related words).  
 viii)-English version: “.....suitable for you.....”  
 -Greek version when translated back into English (“word for word”): “.....you  
 consider as suitable....”  
 (the Greek version added another word).  
 ix)-English version: “.....positive and negative.....”  
 -Greek version when translated back into English (“word for word”): “.....positive  
 and negative points/elements.....”  
 (the Greek version added another word).  
 x)-English version: “.....examples and evidence.....”  
 -Greek version when translated back into English (“word for word”):  
 “.....evidenced.....”  
 (the Greek version omitted a word).  
 xi)-English version: “.....followed up.....”  
 -Greek version when translated back into English (“word for word”): “.....its progress  
 is monitored.....”  
 (the Greek version used other related words).  
 xii)-English version: “.....honest and trustful relationship.....”  
 -Greek version when translated back into English (“word for word”): “.....relationship  
 which is characterised by honesty and trust.....”  
 (the Greek version added other related words).  
 xiii)-English version: “.....coaching.....”  
 -Greek version when translated back into English (“word for word”): “.....training  
 and guidance.....”  
 (the Greek version used other related words).  
 xiv)-English version: “.....where performance is irrelevant.....”  
 -Greek version when translated back into English (“word for word”): “.....is not  
 linked with performance.....”  
 (the Greek version used other related words).  
 xv)-English version: “.....to be rewarded.....”  
 -Greek version when translated back into English (“word for word”): “.....the  
 reward/salary to be.....”  
 (the Greek version added another related word).  
 xvi)-English version: “.....termination is not an option.....”

-Greek version when translated back into English (“word for word”): “.....the employment is not terminated.....”  
 (the Greek version omitted a word and added another related word).  
 xvii)-English version: “.....need a sound PAS first before introducing performance related pay”  
 -Greek version when translated back into English (“word for word”): “.....need to implement first a sound/healthy PAS on which the introduction of performance related pay will be based”  
 (the Greek version added other related words).  
 xviii)-English version: “.....bonus.....”  
 -Greek version when translated back into English (“word for word”): “.....additional rewards.....”  
 (the Greek version used other similar words).  
 xix)-English version: “.....learning.....”  
 -Greek version when translated back into English (“word for word”): “.....training.....”  
 (the Greek version used another similar word).  
 xx)-English version: “.....acknowledgement.....”  
 -Greek version when translated back into English (“word for word”): “.....recognition.....”  
 (the Greek version used another similar word).  
 xxi)-English version: “.....public appreciation.....”  
 -Greek version when translated back into English (“word for word”): “.....public recognition and appreciation.....”  
 (the Greek version added another similar word).  
 xxii)-English version: “.....the assessment in the first place.....”  
 -Greek version when translated back into English (“word for word”): “.....original/initial/first assessment.....”  
 (the Greek version used another similar word).  
 xxiii)-English version: “.....central rating bias so as to be on the safe side and when.....”  
 -Greek version when translated back into English (“word for word”): “.....assessment which tends (due to bias) to be in the centre of the rating scale so that the appraiser is on the safe side since no one can easily claim/say that the appraiser made a mistake and which is also made when the appraiser.....”  
 (the Greek version added other related words).  
 xxiv)-English version: “.....avoiding to justify outstanding and underperformers.....”  
 -Greek version when translated back into English (“word for word”): “.....not needing to justify the performance of excellent/outstanding employees and of those who do not meet the expected/required level.....”  
 (the Greek version used and added other related words).  
 xxv)-English version: “.....halo effect.....”  
 -Greek version when translated back into English (“word for word”): “.....bias on the basis of a specific area in which the employee does well or does not do well; this area overshadows all the rest of the areas of his/her work.....”  
 (the Greek version used other related words).  
 xxvi)-English version: “.....rated as excellent.....”  
 -Greek version when translated back into English (“word for word”): “.....someone is rated as excellent.....”  
 (the Greek version added other related words).

- xxvii)-English version: “.....no willingness to provide accurate ratings.....”  
 -Greek version when translated back into English (“word for word”): “.....lack of willingness by the appraisers for a correct/proper rating.....”  
 (the Greek version added other related words and used other related and similar words).
- xxviii)-English version: “.....for.....”  
 -Greek version when translated back into English (“word for word”): “.....which aims at.....”  
 (the Greek version used other related words).
- xxix)-English version: “.....distortion.....”  
 -Greek version when translated back into English (“word for word”): “.....distortion of ratings.....”  
 (the Greek version added another related word).
- xxx)-English version: “.....since frank ratings would do more harm than good.....”  
 -Greek version when translated back into English (“word for word”): “.....since they consider that frank ratings would do harm instead of good.....”  
 (the Greek version added other related words and used other similar words).
- xxxi)-English version: “.....minimising punishments.....”  
 -Greek version when translated back into English (“word for word”): “.....reducing to the minimum the penalties.....”  
 (the Greek version used other similar words).
- xxxii)-English version: “.....recency bias.....”  
 -Greek version when translated back into English (“word for word”): “.....bias on the basis of the most recent events.....”  
 (the Greek version used other related and similar words).

#### Examples from the covering letter for the questionnaire

- i)-English version: “.....the completion of....”  
 -Greek version when translated back into English (“word for word”): “....you are asked to complete....”  
 (the Greek version added another word).
- ii)-English version: “.....contains instructions.....”  
 -Greek version when translated back into English (“word for word”): “.....you will find instructions.....”  
 (the Greek version used another related word).
- iii)-English version: “.....later on.....”  
 -Greek version when translated back into English (“word for word”): “.....during the completion of the questionnaire.....”  
 (the Greek version used other related words).
- iv)-English version: “.....safeguarding anonymity....”  
 -Greek version when translated back into English (“word for word”): “....for purposes of safeguarding anonymity....”  
 (the Greek version added another word).
- v)-English version: “.....is located.....”  
 -Greek version when translated back into English (“word for word”): “.....has been placed.....”  
 (the Greek version used another similar word).
- vi)-English version: “.....the ground floor....”  
 -Greek version when translated back into English (“word for word”): “....the headquarters’ ground floor”

- (the Greek version added another related word).  
vii)-English version: “.....without being attached to each other.....”  
-Greek version when translated back into English (“word for word”): “.....the questionnaire not to be attached to the consent form.....”  
(the Greek version used other related words).  
viii)-English version: “.....work in other cities....”  
-Greek version when translated back into English (“word for word”): “....based in other cities”  
(the Greek version used another related word).  
ix)-English version: “.....addressed to me....”  
-Greek version when translated back into English (“word for word”): “.....sent to me.....”  
(the Greek version used another related word).  
x)-English version: “.....a personal project....”  
-Greek version when translated back into English (“word for word”): “.....personal.....”  
(the Greek version omitted a word).  
xi)-English version: “.....should you....”  
-Greek version when translated back into English (“word for word”): “.....in the case that you.....”  
(the Greek version used other related words).  
xii)-English version: “.....inform....”  
-Greek version when translated back into English (“word for word”): “.....update.....”  
(the Greek version used another similar word).

#### Examples from the consent form for the questionnaire

- i)-English version: “.....of up to 20 minutes’ duration”  
-Greek version when translated back into English (“word for word”): “....of about 20 minutes’ duration”  
(the Greek version used another similar word).  
ii)-English version: “.....the process....”  
-Greek version when translated back into English (“word for word”): “....the procedure.....”  
(the Greek version used another similar/related word).  
iii)-English version: “.....with the requirements....”  
-Greek version when translated back into English (“word for word”): “....to the indications.....”  
(the Greek version used another related word).

#### Examples from the questionnaire

- i)-English version: “....feel free to contact me.....”  
-Greek version when translated back into English (“word for word”): “.....do not hesitate to communicate with me.....”  
(the Greek version used other similar words).  
ii)-English version: “You are kindly asked.....”  
-Greek version when translated back into English (“word for word”): “Please.....”  
(the Greek version used another similar word).  
iii)-English version: “....provided”

-Greek version when translated back into English (“word for word”):  
“.....shown/appears below”  
(the Greek version used other similar words).

iv)-English version: “....according to circumstances.....”  
-Greek version when translated back into English (“word for word”): “....according to the/each case.....”  
(the Greek version used another similar word).

v)-English version: “Agree or Disagree Strongly”  
-Greek version when translated back into English (“word for word”): “Agree or Disagree Absolutely”  
(the Greek version used another similar word).

vi)-English version: “It is possible to measure.....”  
-Greek version when translated back into English (“word for word”): “....can be measured”  
(the Greek version used another related word).

vii)-English version: “.....the composition.....should be suitable”  
-Greek version when translated back into English (“word for word”): “....there should be a suitable composition.....”  
(the Greek version rearranged the words and added another word).

viii)-English version: “.....the current situation that exists at CTO.....”  
-Greek version when translated back into English (“word for word”): “....the current situation at CTO.....”  
(the Greek version omitted some words).

ix)-English version: “....on the basis of my performance only”  
-Greek version when translated back into English (“word for word”): “....exclusively on the basis of my performance”  
(the Greek version used another similar word).

x)-English version: “....what met, exceeded and fell short of expectations”  
-Greek version when translated back into English (“word for word”): “....whether performance met, exceeded or did not meet the expected level”  
(the Greek version added other words and used other similar words).

xi)-English version: “.....prepared....”  
-Greek version when translated back into English (“word for word”): “....well prepared.....”  
(the Greek version added another related word).

xii)-English version: “.....comfortable.....”  
-Greek version when translated back into English (“word for word”): “....in a comfortable environment.....”  
(the Greek version added another related word).

xiii)-English version: “.....characterised by openness, honesty....”  
-Greek version when translated back into English (“word for word”): “....characterised by honesty/sincerity.....”  
(the Greek version omitted a word).

xiv)-English version: “.....and not by conflict, judgement or criticism”  
-Greek version when translated back into English (“word for word”): “....and not by conflict or criticism”  
(the Greek version omitted a word).

xv)-English version: “.....the more knowledgeable the appraiser the more credible he or she becomes in the eyes of the appraisee.....”

- Greek version when translated back into English (“word for word”): “.....the appraiser considers the appraiser credible when the appraiser is up to date/well updated.....”  
(the Greek version used other similar or related words).
- xvi)-English version: “....appraisal training.....”  
-Greek version when translated back into English (“word for word”): “....training that is concerned with appraisals.....”  
(the Greek version added other related words).
- xvii)-English version: “....educated about performance appraisals”  
-Greek version when translated back into English (“word for word”): “.....updated/briefed about matters that relate to appraisals”  
(the Greek version omitted a word, added other related words and used another similar word).
- xviii)-English version: “I am in favour of performance related pay as a basis of payment”  
-Greek version when translated back into English (“word for word”): “I am in favour of pay/salary on the basis of performance”  
(the Greek version omitted some words and used other similar words).
- xix)-English version: “I am currently recognised for the work that I perform”  
-Greek version when translated back into English (“word for word”): “At the present/current stage the work that I perform is recognised”  
(the Greek version used other similar words).
- xx)-English version: “.....motivates.....”  
-Greek version when translated back into English (“word for word”): “.....provides incentives.....”  
(the Greek version used other similar words).
- xxi)-English version: “.....of those.....”  
-Greek version when translated back into English (“word for word”): “.....of the persons.....”  
(the Greek version added another related word).
- xxii)-English version: “....You are required to answer the multiple-choice question by ticking the appropriate boxes and the open-ended question by using your own words.”  
-Greek version when translated back into English (“word for word”): “.....Please answer the multiple-choice question by ticking the appropriate fields. Please answer the open-ended question with your own words.”  
(the Greek version added other related words and used other related and similar words).
- xxiii)-English version: “Indicate.....”  
-Greek version when translated back into English (“word for word”): “Please indicate.....”  
(the Greek version added another related word).
- xxiv)-English version: “.....against the applicable method.....”  
-Greek version when translated back into English (“word for word”): “.....which corresponds to the method that represents/suits you.....”  
(the Greek version used other similar and related words).
- xxv)-English version: “.....qualities/competencies.....”  
-Greek version when translated back into English (“word for word”): “.....criteria/competencies or capabilities.....”  
(the Greek version added another similar/related word).
- xxvi)-English version: “....by.... self.....”



-Greek version when translated back into English (“word for word”): “.....by the appraisees themselves (self-appraisal)”  
 (the Greek version added other similar and related words).  
 xxvii)-English version: “.....against.....”  
 -Greek version when translated back into English (“word for word”): “.....according to.....”  
 (the Greek version used another similar/related word).  
 xxviii)-English version: “.....you wish to make.....”  
 -Greek version when translated back into English (“word for word”): “.....you wish.....”  
 (the Greek version omitted a word).  
 xxix)-English version: “.....your appraisal and supervision status.....”  
 -Greek version when translated back into English (“word for word”): “.....your capacity in relation to appraisal and supervision.....”  
 (the Greek version used other related words).  
 xxx)-English version: “.....Direct working contact.....”  
 -Greek version when translated back into English (“word for word”): “.....Direct working relationship.....”  
 (the Greek version used another similar word).  
 xxxi)-English version: “.....other people.....”  
 -Greek version when translated back into English (“word for word”): “.....other persons.....”  
 (the Greek version used another similar word).  
 xxxii)-English version: “.....all/some of them”  
 -Greek version when translated back into English (“word for word”): “.....all/some of the persons”  
 (the Greek version used another similar/related word).  
 xxxiii)-English version: “Go to question2/3”  
 -Greek version when translated back into English (“word for word”): “Question2/3”  
 (the Greek version omitted a word).  
 xxxiv)-English version: “.....will enable me to analyse statistically.....”  
 -Greek version when translated back into English (“word for word”): “.....will help me to conduct statistical analysis.....”  
 (the Greek version added another related word and used another similar/related word).  
 xxxv)-English version: “.....disclose your name.”  
 -Greek version when translated back into English (“word for word”): “.....state your name.”  
 (the Greek version used another similar/related word).  
 xxxvi)-English version: “Male/Female”  
 -Greek version when translated back into English (“word for word”): “Man/Woman”  
 (the Greek version used other similar words).  
 xxxvii)-English version: “Up to 25/Over 60”  
 -Greek version when translated back into English (“word for word”): “Up to 25/Over 60 years”  
 (the Greek version added another related word).  
 xxxviii)-English version: “.....marital status.....”  
 -Greek version when translated back into English (“word for word”): “.....family status/situation.....”  
 (the Greek version used other related/similar words).  
 xxxix)-English version: “Single”

-Greek version when translated back into English (“word for word”): “Not married”  
 (the Greek version used another similar word).  
 xxxx)-English version: “.....the number of years of your service.....”  
 -Greek version when translated back into English (“word for word”): “.....the years  
 of your service.....”  
 (the Greek version omitted a word).  
 xxxxi)-English version: “.....the applicable years of service range”  
 -Greek version when translated back into English (“word for word”): “.....your years  
 of service”  
 (the Greek version omitted a word and used another related word).  
 xxxxii)-English version: “.....the applicable age range”  
 -Greek version when translated back into English (“word for word”): “.....your age  
 group”  
 (the Greek version used other related words).  
 xxxxiii)-English version: “.....the type of academic and/or professional  
 qualifications....”  
 -Greek version when translated back into English (“word for word”): “.....the  
 academic and/or professional qualifications....”  
 (the Greek version omitted a word)  
 xxxxiv)-English version: “...Chartered, Certified”  
 -Greek version when translated back into English (“word for word”): “...Chartered,  
 Certified”  
 (the Greek version did not translate the words into Greek).  
 xxxxv)-English version: “Masters”  
 -Greek version when translated back into English (“word for word”): “Postgraduate  
 degree”  
 (the Greek version used other similar/related words).  
 xxxxvi)-English version: “Bachelor”  
 -Greek version when translated back into English (“word for word”): “Degree”  
 (the Greek version used another similar/related word).  
 xxxxvii)-English version: “High School Certificate”  
 -Greek version when translated back into English (“word for word”): “Lyceum or  
 Gymnasium Leaving Certificate”  
 (the Greek version added another related word and used other similar words).  
 xxxxviii)-English version: “.....special courses.....”  
 -Greek version when translated back into English (“word for word”): “.....special  
 educational programmes.....”  
 (the Greek version used other similar words).  
 xxxxix)-English version: “.....for taking the time.....”  
 -Greek version when translated back into English (“word for word”): “.....for the  
 time you spent/dedicated.....”  
 (the Greek version used another similar/related word).

## TRANSLATION

**Variations between the Interviews and the Questionnaire**Examples from the covering letter

i)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....doctorate....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....doctoral programme.....”

(the questionnaire version added a word).

ii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....issue of confidentiality....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....principles of confidentiality.....”

(the questionnaire version used another related word).

iii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....is irrelevant....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....has not any relevance.....”

(the questionnaire version used the noun with a verb instead of the adjective).

iv)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....explain why....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....explain the reason.....”

(the questionnaire version used another similar word).

v)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....will not harm you....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....will not affect you in a negative/adverse way.....”

(the questionnaire version used other similar words).

Examples from the consent form

i)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....is to make explicit/clear....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....is the clarification.....”

(the questionnaire version used the noun instead of the verb).

ii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....as confidential”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....confidential”

(the questionnaire version omitted a word).

iii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....as anonymous....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....anonymous.....”

(the questionnaire version omitted a word).

### Examples from the interview checklist and the questionnaire

- i)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...there is....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....takes place.....”  
(the questionnaire version used another similar word).
- ii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...contributes.....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....helps.....”  
(the questionnaire version used another similar word).
- iii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...made.....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....conducted.....”  
(the questionnaire version used another similar word).
- iv)-Greek version (when translated back into English-“word for word”) that was used for the interviews: always referred to the “appraiser”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: referred to both the “appraiser” and “appraisers”.
- v)-Greek version (when translated back into English-“word for word”) that was used for the interviews: simply stated the acronym “smart”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: stated and explained the acronym “smart” by mentioning the word that each of the letter stands for.
- vi)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...same appraisal team....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....appraisal team.....”  
(the questionnaire version omitted a word).
- vii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...set together with....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....set.....”  
(the questionnaire version omitted a couple of words).
- viii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...depends on performance....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....based on performance.....”  
(the questionnaire version used another similar word).
- ix)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...it is necessary....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....must.....”  
(the questionnaire version used another related word).
- x)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...empowerment (not translated into Greek)....”  
-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....authority/authorisation.....”  
(the questionnaire version used another related word).

xi)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...a need for high achievements...”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....high achievements.....”  
 (the questionnaire version added another related word).

xii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....tends to....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....leans towards.....”  
 (the questionnaire version used another similar word).

xiii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....a specific sector/area....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....a specific aspect or feature.....”  
 (the questionnaire version used another similar word and added another related word).

xiv)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “....to be on the safe side....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....to assess on the safe side.....”  
 (the questionnaire version used another related word).

xv)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...not needing to justify the performance of the excellent employees and those....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....to avoid the justification in relation to the excellent employees and the employees.....”  
 (the questionnaire version omitted a word, added other related words and used other related words).

xvi)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “...provide accurate ratings....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....conduct accurate ratings.....”  
 (the questionnaire version used another related word).

xvii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “.....lack of willingness by the appraisers.....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....Unwillingness from the appraisers’ side.....”  
 (the questionnaire version omitted a word and added another related word).

xviii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “.....for a proper/correct rating.....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....to conduct accurate ratings.....”  
 (the questionnaire version added a word and used another similar word).

xix)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “.....frank ratings.....”  
 -Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....accurate ratings.....”  
 (the questionnaire version used another similar word).

xx)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “.....political agendas/purposes.....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....political agendas/purposes (party or office/power politics).....” (the questionnaire version added other similar words).

xxi)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “.....subordinates.....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “.....appraisees.....” (the questionnaire version used another similar word).

xxii)-Greek version (when translated back into English-“word for word”) that was used for the interviews: “.....scaled rating.....”

-Greek version (when translated back into English-“word for word”) that was used for the questionnaire: “Rating on the basis of a scale.....” (the questionnaire version added some related words).

## DEMOGRAPHIC ANALYSIS

Demographic features of the interviewees (appraiser and preliminary interviews)

Most of the interviewees were men (male: 23/35=66% and female: 12/35=34%). Most of the interviewees were men for both the appraiser and preliminary interviews (male: 16/25=64% and female: 9/25=36%, male: 7/10=70% and female: 3/10=30%).

The weighted average age of the interviewees was 51 years old (1790/35). The average and weighted average age of the interviewees was 54 years old (697/13 or 1350/25) for the appraiser interviews and 44 years old (348/8 or 440/10) for the preliminary interviews.

[1350 for the appraiser interviews + 440 for the preliminary interviews =1790]

[25appraiser interviews + 10preliminary interviews =35].

[weighted average for the appraiser interviews (years\*interviewees): (43\*1) + (48\*1) + (49\*2) + (50\*1) + (51\*2) + (53\*2) + (54\*3) + (55\*4) + (56\*2) + (57\*4) + (59\*1) + (60\*1) + (62\*1) = 43 + 48 + 98 + 50 + 102 + 106 + 162 + 220 + 112 + 228 + 59 + 60 + 62 = 1350/25 = 54].

[weighted average for the preliminary interviews (years\*interviewees): (28\*1) + (34\*1) + (35\*1) + (44\*2) + (46\*1) + (48\*2) + (55\*1) + (58\*1) = 28 + 34 + 35 + 88 + 46 + 96 + 55 + 58 = 440/10 = 44].

[average for the appraiser interviews: 43 + 48 + 49 + 50 + 51 + 53 + 54 + 55 + 56 + 57 + 59 + 60 + 62 = 697/13 = 54].

[average for the preliminary interviews: 28 + 34 + 35 + 44 + 46 + 48 + 55 + 58 = 348/8 = 44].

Most of the interviewees were married (married: 28/35=80%, single: 4/35=11% and divorced: 3/35=9%). Most of the interviewees were married for both the appraiser and preliminary interviews (married: 22/25=88%, single: 2/25=8% and divorced: 1/25=4%, married: 6/10=60%, single: 2/10=20% and divorced: 2/10=20%).

The weighted average service period of the interviewees was 24 years (837/35). The average and weighted average service periods of the interviewees were 25 years and 26 years (348/14 and 640/25) for the appraiser interviews and 21 years and 20 years (169/8 or 197/10) for the preliminary interviews.

[640 for the appraiser interviews + 197 for the preliminary interviews =837]

[25appraiser interviews + 10preliminary interviews =35].

[weighted average for the appraiser interviews (years\*interviewees): (1\*1) + (15\*1) + (18\*1) + (22\*1) + (24\*3) + (25\*2) + (26\*5) + (27\*2) + (28\*1) + (29\*3) + (30\*2) + (31\*1) + (33\*1) + (39\*1) = 1 + 15 + 18 + 22 + 72 + 50 + 130 + 54 + 28 + 87 + 60 + 31 + 33 + 39 = 640/25 = 26].

[weighted average for the preliminary interviews (years\*interviewees): (3\*2) + (9\*1) + (19\*1) + (24\*1) + (25\*2) + (26\*1) + (29\*1) + (34\*1) = 6 + 9 + 19 + 24 + 50 + 26 + 29 + 34 = 197/10 = 20].

[average for the appraiser interviews: 1 + 15 + 18 + 22 + 24 + 25 + 26 + 27 + 28 + 29 + 30 + 31 + 33 + 39 = 348/14 = 25].

[average for the preliminary interviews: 3 + 9 + 19 + 24 + 25 + 26 + 29 + 34 = 169/8 = 21].

The most dominant academic and/or professional qualification which was held by the interviewees was the Masters (13/35=37%; 13=11 for the appraiser interviews + 2 for the preliminary interviews).

The less dominant academic and/or professional qualifications which were held by the interviewees were the following:

- Bachelor (4/35=11%; appraiser interviews)
- College Diploma (4/35=11%; 4=3 for the appraiser interviews + 1 for the preliminary interviews)
- High School Certificate (4/35=11%; 4=2 for the appraiser interviews + 2 for the preliminary interviews)
- Professional Title and Masters (2/35=6%; 2=1 for the appraiser interviews + 1 for the preliminary interviews)
- Professional Title and Bachelor (2/35=6%; appraiser interviews)
- Professional Title (2/35=6%; 2=1 for the appraiser interviews + 1 for the preliminary interviews)
- Doctorate (2/35=6%; 2=1 for the appraiser interviews + 1 for the preliminary interviews)
- Postgraduate Diploma (1/35=3%; preliminary interviews)
- Professional Exams and High School Certificate (1/35=3%; preliminary interviews).

Most of the interviewees were serving in the following departments:

- Administration Department (9/35=26%; 9=4 from Administration + 3 from Registry + 2 from Accounts; 4=3 for the appraiser interviews + 1 for the preliminary interviews, 3=2 for the appraiser interviews + 1 for the preliminary interviews, 2=1 for the appraiser interviews + 1 for the preliminary interviews)
- Tourist Services and Quality Assurance Department (9/35=26%; 9=8 for the appraiser interviews + 1 for the preliminary interviews)
- Marketing Department (7/35=20%; 7=6 for the appraiser interviews + 1 for the preliminary interviews).

The rest of the interviewees were serving in the following departments:

- Strategy and Planning Department (5/35=14%; 5=3 for the appraiser interviews + 2 for the preliminary interviews)
- Internal Audit Department (3/35=9%; 3=1 for the appraiser interviews + 2 for the preliminary interviews)
- President's and Director General's Office (2/35=6%; 2=1 for the appraiser interviews + 1 for the preliminary interviews).

(total: 101% instead of 100% due to rounding).

The most dominant position titles which were held by the interviewees were the following:

- Senior Tourist Officer (5/35=14%; appraiser interviews)
- Tourist Officer 1<sup>st</sup> grade (5/35=14%; 5=2 for the appraiser interviews + 3 for the preliminary interviews).

The less dominant position titles which were held by the interviewees were the following:

- Director (inc. Acting Director)(2/35=6%; appraiser interviews)
- Technical Officer 1<sup>st</sup> grade (2/35=6%; appraiser interviews)
- Quality Assurance Officer 1<sup>st</sup> grade (2/35=6%; appraiser interviews)
- Tourist Officer (2/35=6%; 2=1 for the appraiser interviews + 1 for the preliminary interviews)



- Senior Inspector (2/35=6%; appraiser interviews)
  - Secretarial Officer (2/35=6%; 2=1 for the appraiser interviews + 1 for the preliminary interviews)
  - Assistant Accounting Officer (2/35=6%; preliminary interviews)
  - Director General (inc. Acting Director General)(1/35=3%; appraiser interviews)
  - Senior Internal Auditor (1/35=3%; appraiser interviews)
  - Senior Quality Assurance Officer (1/35=3%; appraiser interviews)
  - First Inspector (1/35=3%; appraiser interviews)
  - Senior Accounting Officer (1/35=3%; appraiser interviews)
  - Administrative Officer 1<sup>st</sup> grade (1/35=3%; appraiser interviews)
  - First Secretarial Officer (1/35=3%; appraiser interviews)
  - Financial Officer (1/35=3%; preliminary interviews)
  - Administrative Officer (1/35=3%; appraiser interviews)
  - Information Technology Officer (1/35=3%; preliminary interviews)
  - Accounting Officer (1/35=3%; preliminary interviews).
- (total: 103% instead of 100% due to rounding).

#### Demographic features of the respondents (questionnaire)

There were a few non-response cases i.e. 3 respondents did not respond to any question (3respondents \* 5questions =15) and 1 respondent did not respond to 4 questions (1respondent \* 4questions =4). The total non-response rate was 4% (19/465=4%; 15+4=19, 93respondents \* 5questions =465). Possibly the respondents might have intentionally not responded so as to avoid being identified.

Most of the respondents were women (male: 37/90=41% and female: 53/90=59%; 90=93 respondents - 3 non-response cases).

The weighted average age of the respondents was 44 years old (3932.5/89; 89=93 respondents - 4 non-response cases). The average age of the respondents was 45 years old (360/8). The mid-point of each age range was used for the calculations (e.g. the age range of 26-30 was converted to 27.5). The age range of over 60 was considered to be 61-65 because the compulsory retiring age is 65.

[weighted average (years\*respondents): (27.5\*9) + (32.5\*12) + (37.5\*11) + (42.5\*12) + (47.5\*16) + (52.5\*14) + (57.5\*12) + (62.5\*3) = 247.5 + 390 + 412.5 + 510 + 760 + 735 + 690 + 187.5 = 3932.5/89 = 44].

[average: 27.5+32.5+37.5+42.5+47.5+52.5+57.5+62.5=360/8=45].

Most of the respondents were married (married: 65/89=73%, single: 19/89=21% and divorced: 5/89=6%; 89=93 respondents - 4 non-response cases).

The weighted average service period of the respondents was 15 years (1292.5/89; 89=93 respondents - 4 non-response cases). The average service period of the respondents was 18 years (122.5/7). The mid-point of each years of service range was used for the calculations (e.g. the years of service range of 1-5 was converted to 2.5). The years of service range of over 30 was considered to be 31-35 because it is not common for employees to have more than 35 years of service; one of the interviewees had 39 years of service but it was an exception (in the past many employees joined the organisation at a very young age because they joined as soon as they graduated from high school).

[weighted average (years\*respondents):  $(2.5*17) + (7.5*15) + (12.5*19) + (17.5*18) + (22.5*5) + (27.5*3) + (32.5*12) = 42.5 + 112.5 + 237.5 + 315 + 112.5 + 82.5 + 390 = 1292.5/89 = 15$ ].

[average:  $2.5+7.5+12.5+17.5+22.5+27.5+32.5=122.5/7=18$ ].

The most dominant academic and/or professional qualifications which were held by the respondents were the following:

-Masters (27/89=30%)

-Bachelor (27/89=30%).

[89=93 respondents - 4 non-response cases].

The less dominant academic and/or professional qualifications which were held by the respondents were the following:

-High School Certificate (12/89=13%)

-College Diploma (10/89=11%)

-Postgraduate Diploma (6/89=7%)

-Professional Title (3/89=3%)

-Professional Title and Bachelor (2/89=2%)

-Doctorate (2/89=2%).

(total: 98% instead of 100% due to rounding).

Some respondents selected the options which corresponded to all their qualifications and some respondents selected the option which corresponded only to their highest level qualification e.g. they selected the Bachelor but not the High School Certificate or the Masters but not the Bachelor and the High School Certificate. For purposes of comparability, the common denominator of the highest level qualification was used i.e. all the qualifications of each respondent were converted into one qualification which represented the highest level qualification of each respondent (the multiple response question was converted into a non-multiple response question). For purposes of simplicity, other qualifications such as exams, courses etc. were ignored (apart from Professional Exams-see below); in any case, such qualifications can be considered only as unofficial supplementary development since they are not equivalent to the typical qualifications which are awarded by accredited institutions (usually they are of a short duration and they are not of a high level). The lowest level qualification was the High School Certificate and the highest level qualification in the case of academic qualifications was the Doctorate and in the case of professional qualifications the Professional Title. In the case of respondents who held both professional and academic qualifications (different types of qualifications which cannot be merged), the combined highest level qualification was the Professional Title (or Professional Exams if the Professional Title was in progress) and the Highest Academic Qualification (Doctorate or Masters or Bachelor etc.). Even though in the case of the interviewees the above approach was not necessary (all their qualifications were provided), it was followed for purposes of comparability with the respondents.

#### Comparison between the demographic features of the total population at the time of conducting the interviews and the demographic features of the total population at the time of distributing the questionnaire

Most of the employees were women at both times (male: 93/221=42% and female: 128/221=58% at the time of conducting the interviews and male: 92/218=42% and female: 126/218=58% at the time of distributing the questionnaire).

Most of the high scale positions were held by men at both times (male: 28/41=68% and female: 13/41=32% at the time of conducting the interviews and male: 27/40=68% and female: 13/40=32% at the time of distributing the questionnaire).

At both times, most of the employees were serving in the following departments (see also appendices 4 and 5):

- Marketing Department (70/221=32% at the time of conducting the interviews and 69/218=32% at the time of distributing the questionnaire)
- Administration Department (59/221=27% at the time of conducting the interviews and 57/218=26% at the time of distributing the questionnaire; 59=19 from Administration + 14 from Registry + 26 from Accounts; 57=19 from Administration + 14 from Registry + 24 from Accounts)
- Tourist Services and Quality Assurance Department (57/221=26% at the time of conducting the interviews and 55/218=25% at the time of distributing the questionnaire).

At both times, the rest of the employees were serving in the following departments (see also appendices 3 and 4):

- Strategy and Planning Department (26/221=12% at the time of conducting the interviews and 28/218=13% at the time of distributing the questionnaire)
  - President's and Director General's Office (5/221=2% at the time of conducting the interviews and 5/218=2% at the time of distributing the questionnaire)
  - Internal Audit Department (4/221=2% at the time of conducting the interviews and 4/218=2% at the time of distributing the questionnaire).
- (total: 101% instead of 100% due to rounding).

At both times, the most dominant position titles which were held by the employees were the following (see also appendices 4 and 5):

- Assistant Secretarial Officer (40/221=18% at the time of conducting the interviews and 38/218=17% at the time of distributing the questionnaire)
- Assistant Tourist Officer (37/221=17% at the time of conducting the interviews and 33/218=15% at the time of distributing the questionnaire)
- Tourist Officer (25/221=11% at the time of conducting the interviews and 31/218=14% at the time of distributing the questionnaire)
- Quality Assurance Officer (16/221=7% at the time of conducting the interviews and 16/218=7% at the time of distributing the questionnaire)
- Tourist Officer 1<sup>st</sup> grade (13/221=6% at the time of conducting the interviews and 13/218=6% at the time of distributing the questionnaire)
- Inspector (12/221=5% at the time of conducting the interviews and 9/218=4% at the time of distributing the questionnaire).

At both times, the less dominant position titles which were held by the employees were the following (see also appendices 3 and 4):

- Financial Officer (8/221=4% at the time of conducting the interviews and 8/218=4% at the time of distributing the questionnaire)
- Inspector 1<sup>st</sup> grade (6/221=3% at the time of conducting the interviews and 6/218=3% at the time of distributing the questionnaire)
- Senior Assistant Tourist Officer (6/221=3% at the time of conducting the interviews and 6/218=3% at the time of distributing the questionnaire)
- Senior Tourist Officer (6/221=3% at the time of conducting the interviews and 5/218=2% at the time of distributing the questionnaire)

- Secretarial Officer (4/221=2% at the time of conducting the interviews and 6/218=3% at the time of distributing the questionnaire)
- Director (inc. Acting Director) (4/221=2% at the time of conducting the interviews and 4/218=2% at the time of distributing the questionnaire)
- Assistant Accounting Officer (4/221=2% at the time of conducting the interviews and 4/218=2% at the time of distributing the questionnaire)
- Quality Assurance Officer 1<sup>st</sup> grade (3/221=1% at the time of conducting the interviews and 3/218=1% at the time of distributing the questionnaire)
- Administrative Officer (3/221=1% at the time of conducting the interviews and 3/218=1% at the time of distributing the questionnaire)
- Senior Inspector (3/221=1% at the time of conducting the interviews and 3/218=1% at the time of distributing the questionnaire)
- Senior Assistant Tourist Officer 1<sup>st</sup> grade (3/221=1% at the time of conducting the interviews and 3/218=1% at the time of distributing the questionnaire)
- Technical Officer (3/221=1% at the time of conducting the interviews and 3/218=1% at the time of distributing the questionnaire)
- Accounting Officer (3/221=1% at the time of conducting the interviews and 3/218=1% at the time of distributing the questionnaire)
- Technical Officer 1<sup>st</sup> grade (2/221=1% at the time of conducting the interviews and 2/218=1% at the time of distributing the questionnaire)
- Financial Officer 1<sup>st</sup> grade (2/221=1% at the time of conducting the interviews and 2/218=1% at the time of distributing the questionnaire)
- Information Technology Officer (2/221=1% at the time of conducting the interviews and 2/218=1% at the time of distributing the questionnaire)
- Accounting Officer 1<sup>st</sup> grade (2/221=1% at the time of conducting the interviews and 2/218=1% at the time of distributing the questionnaire)
- Director General (inc. Acting Director General) (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- Senior Internal Auditor (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- Senior Administrative Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- Senior Quality Assurance Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- First Inspector (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- Legal Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- Press & PR Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- Senior Accounting Officer (1/221=0.5% at the time of conducting the interviews and 0/218=0% at the time of distributing the questionnaire)
- Administrative Officer 1<sup>st</sup> grade (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- Information Technology Officer 1<sup>st</sup> grade (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)
- First Secretarial Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)

-First Assistant Tourist Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)  
 -Senior Secretarial Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire)  
 -Health & Safety Officer (1/221=0.5% at the time of conducting the interviews and 1/218=0.5% at the time of distributing the questionnaire).  
 (total: 98.5% instead of 100% due to rounding).

Demographic features of all the participants (interviewees and respondents)

Most of the participants were women (male: 60/125=48% and female: 65/125=52%).  
 [90respondents + 35interviewees =125] [37respondents + 23interviewees =60]  
 [53respondents + 12interviewees =65].

The weighted average age of the participants was 46 years old (5722.5/124).  
 [89respondents + 35interviewees =124] [3932.5 for the respondents + 1790 for the interviewees =5722.5].

Most of the participants were married (married: 93/124=75%, single: 23/124=19% and divorced: 8/124=6%).  
 [89respondents + 35interviewees =124] [65respondents + 28interviewees =93]  
 [19respondents + 4interviewees =23] [5respondents + 3interviewees =8].

The weighted average service period of the participants was 17 years (2129.5/124).  
 [89respondents + 35interviewees =124] [1292.5 for the respondents + 837 for the interviewees =2129.5].

The most dominant academic and/or professional qualifications which were held by the participants were the Masters (40/124=32%) and the Bachelor (31/124=25%).  
 [89respondents + 35interviewees =124] [27respondents + 13interviewees =40]  
 [27respondents + 4interviewees =31].

The less dominant academic and/or professional qualifications which were held by the participants were the High School Certificate (16/124=13%), the College Diploma (14/124=11%), the Postgraduate Diploma (7/124=6%), the Professional Title (5/124=4%), the Professional Title and Bachelor (4/124=3%), the Doctorate (4/124=3%), the Professional Title and Masters (2/124=2%) and the Professional Exams and High School Certificate (1/124=1%).  
 [12respondents + 4interviewees =16] [10respondents + 4interviewees =14]  
 [6respondents + 1interviewee =7] [3respondents + 2interviewees =5] [2respondents + 2interviewees =4] [2respondents + 2interviewees =4] [0respondents + 2interviewees =2] [0respondents + 1interviewee=1].

**HOW THE INTERVIEWEES' PERFORMANCE WAS MEASURED OR SHOULD BE MEASURED**

- Number of licences issued by a certain time and with certain quality requirements.
- Number of inspections performed by a certain time and with certain quality requirements (e.g. ISO).
- Behaviour during inspections (according to a code of conduct).
- Dealing with a complaint by a certain time and in a certain way (e.g. ISO).
- Number of complaints investigated by a certain time.
- Number of replies to associates' complaints by a certain time.
- Number of associates' proposals reviewed by a certain time and with certain requirements.
- Number of proposals prepared by a certain time.
- Number of architectural plans reviewed by a certain time.
- Implementation of specific action plans and submission of feedback reports by a certain time.
- Execution of checklist tasks by a certain time and with certain quality requirements.
- Number of business meetings in a month.
- Number of meetings with specific tour operators, businessmen and journalists for special incentive tourism by a certain time and with certain requirements.
- Number of meetings with tour operators by a certain time and with certain requirements.
- Number of tenders assessed by a certain time and in a certain way (tender requirements).
- Number of tender documents drafted and published by a certain time and in a certain way; the quality (the way) can be measured after the publication of the tender documents e.g. the number and type of the questions submitted by the tenderers can show whether the tender requirements were clear or not (level of comprehension); the quality (the way) can also be measured after the assessment of the tenders e.g. the number of valid/invalid tenderers and the reasons of rejection can show whether the tender requirements were clear, reasonable, suitable and consistent (whether the tenderers understood the requirements and they were in a position to comply with the requirements).
- Monitoring of the execution of a contract by a certain time and in a certain way (contract requirements and deliverables).
- Number of tasks executed for an event by a certain time and with certain requirements.
- Number of exhibition/hospitality cases dealt with by a certain time and in a certain way.
- Examination of the effectiveness of an advertising activity by a certain time and with certain criteria (utilising a budget amount for purposes of advertising in a specific country).
- Behaviour during certain incidents (according to certain quality requirements).
- Rating of training programmes by the employees (quality measurement).
- Rating of the applicability of training to work by the employees (quality measurement).
- Number of projects completed by a certain time and in a certain way.
- Number of project activities completed by a certain time and in a certain way.

- Assessment of the feasibility of a project by a certain time and with certain requirements.
- A certain investigation by a certain time and with certain requirements.
- Delivery of documents in a certain form, to a certain place and by a certain time.
- Tracing of certain documents from the automated filing system by a certain time and in a certain way.
- Number of documents recorded in the automated filing system by a certain time and in a certain way.
- Number of transactions recorded in the accounting system by a certain time and with certain requirements.
- Number of payments effected by a certain time and with certain requirements.
- Number of problems resolved by a certain time and with certain requirements.
- Number of reports drafted by a certain time and with certain quality requirements.
- Drafting of a report/letter by a certain time and in a certain way as well as the attitude demonstrated during that time.
- Number of minutes/memos of the Board of Directors drafted by a certain time and with certain requirements.
- Implementation of certain decisions of the Board of Directors by a certain time and with certain requirements.
- Feedback to the Board of Directors by a certain time regarding the implementation of certain decisions of the Board of Directors.

**LINKED STATEMENTS AND NEW VARIABLES FOR THE QUESTIONNAIRE**

The new variables for the "linked statements" (see below) were ascertained using the following "if statements" (see below for more details):

- If B50=1or2 and B51=4or5 then B52=1or2, B53=4or5 and B54=4or5
- If B50=4or5 and B51=1or2 then B52=4or5, B53=1or2 and B54=4or5
- If B50=4or5 and B51=4or5 then B52=4or5, B53=4or5 and B54=1or2
- If B50=3 and B51=3 then B52=3, B53=3 and B54=3
- If B50=3 and B51=1or2 then B52=3, B53=1or2 and B54=3,4or5
- If B50=3 and B51=4or5 then B52=3, B53=4or5 and B54=1or2
- If B50=1or2 and B51=3 then B52=1or2, B53=3 and B54=3,4or5
- If B50=4or5 and B51=3 then B52=4or5, B53=3 and B54=1or2
- If B22=1or2 and B20=4or5 then B55=1or2, B56=4or5 and B57=4or5
- If B22=4or5 and B20=1or2 then B55=4or5, B56=1or2 and B57=4or5
- If B22=4or5 and B20=4or5 then B55=4or5, B56=4or5 and B57=1or2
- If B22=3 and B20=3 then B55=3, B56=3 and B57=3
- If B22=3 and B20=1or2 then B55=3, B56=1or2 and B57=3,4or5
- If B22=3 and B20=4or5 then B55=3, B56=4or5 and B57=1or2
- If B22=1or2 and B20=3 then B55=1or2, B56=3 and B57=3,4or5
- If B22=4or5 and B20=3 then B55=4or5, B56=3 and B57=1or2
- If C23=1or2 and C21=4or5 then C58=1or2, C59=4or5 and C60=4or5
- If C23=4or5 and C21=1or2 then C58=4or5, C59=1or2 and C60=4or5
- If C23=4or5 and C21=4or5 then C58=4or5, C59=4or5 and C60=1or2
- If C23=3 and C21=3 then C58=3, C59=3 and C60=3
- If C23=3 and C21=1or2 then C58=3, C59=1or2 and C60=3,4or5
- If C23=3 and C21=4or5 then C58=3, C59=4or5 and C60=1or2
- If C23=1or2 and C21=3 then C58=1or2, C59=3 and C60=3,4or5
- If C23=4or5 and C21=3 then C58=4or5, C59=3 and C60=1or2

Note: R=respondent

	Previous B50	Previous B51	New B52	New B53	New B54
R.1		4	1	4	1 4or5
R.2		1	5	1	5 4or5
R.3		2	4	2	4 4or5
R.4		2	4	2	4 4or5
R.5		1	3	1	3 3or4or5
R.6		1	4	1	4 4or5
R.7		2	4	2	4 4or5
R.8		2	4	2	4 4or5
R.9		1	4	1	4 4or5
R.10		5	1	5	1 4or5
R.11		1	4	1	4 4or5
R.12		2	4	2	4 4or5
R.13		2	4	2	4 4or5
R.14		3	3	3	3
R.15		1	4	1	4 4or5
R.16		1	4	1	4 4or5
R.17		1	5	1	5 4or5
R.18		1	5	1	5 4or5
R.19		2	4	2	4 4or5

3



	Previous B50	Previous B51	New B52	New B53	New B54
R.20		1	4	1	4 4or5
R.21		2	4	2	4 4or5
R.22		2	5	2	5 4or5
R.23		2	4	2	4 4or5
R.24		1	4	1	4 4or5
R.25		2	4	2	4 4or5
R.26		2	4	2	4 4or5
R.27		2	4	2	4 4or5
R.28		1	4	1	4 4or5
R.29		1	4	1	4 4or5
R.30		3	4	3	4 1or2
R.31		4	2	4	2 4or5
R.32		2	4	2	4 4or5
R.33		2	4	2	4 4or5
R.34		2	4	2	4 4or5
R.35		2	4	2	4 4or5
R.36		1	4	1	4 4or5
R.37		1	4	1	4 4or5
R.38		1	4	1	4 4or5
R.39		4	1	4	1 4or5
R.40		1	4	1	4 4or5
R.41		2	3	2	3 3or4or5
R.42		1	4	1	4 4or5
R.43		1	4	1	4 4or5
R.44		4	1	4	1 4or5
R.45		1	5	1	5 4or5
R.46		1	4	1	4 4or5
R.47		4	1	4	1 4or5
R.48		2	3	2	3 3or4or5
R.49		1	5	1	5 4or5
R.50		1	3	1	3 3or4or5
R.51		2	5	2	5 4or5
R.52		2	3	2	3 3or4or5
R.53		1	4	1	4 4or5
R.54		2	4	2	4 4or5
R.55		2	3	2	3 3or4or5
R.56		1	3	1	3 3or4or5
R.57		2	3	2	3 3or4or5
R.58		1	4	1	4 4or5
R.59		1	4	1	4 4or5
R.60		2	4	2	4 4or5
R.61		2	4	2	4 4or5
R.62		2	5	2	5 4or5
R.63		2	4	2	4 4or5
R.64		4	2	4	2 4or5
R.65		2	4	2	4 4or5
R.66		1	4	1	4 4or5
R.67		2	3	2	3 3or4or5
R.68		2	3	2	3 3or4or5
R.69		1	4	1	4 4or5
R.70		2	4	2	4 4or5
R.71		5	1	5	1 4or5
R.72		2	4	2	4 4or5
R.73		4	2	4	2 4or5
R.74		1	4	1	4 4or5
R.75		3	5	3	5 1or2
R.76		1	4	1	4 4or5
R.77		1	4	1	4 4or5

	Previous B50	Previous B51	New B52	New B53	New B54
R.78		4	2	4	2 4or5
R.79		2	4	2	4 4or5
R.80		4	1	4	1 4or5
R.81		4	1	4	1 4or5
R.82		2	4	2	4 4or5
R.83		2	4	2	4 4or5
R.84		2	5	2	5 4or5
R.85		1	4	1	4 4or5
R.86		1	4	1	4 4or5
R.87		1	4	1	4 4or5
R.88		2	4	2	4 4or5
R.89		1	4	1	4 4or5
R.90		3	1	3	1 3or4or5
R.91		2	4	2	4 4or5
R.92		2	3	2	3 3or4or5
R.93		2	4	2	4 4or5

	Previous B22	Previous B20	New B55	New B56	New B57
R.1		2	4	2	4 4or5
R.2		2	5	2	5 4or5
R.3		2	3	2	3 3or4or5
R.4		1	4	1	4 4or5
R.5		4	2	4	2 4or5
R.6		4	2	4	2 4or5
R.7		1	3	1	3 3or4or5
R.8		2	4	2	4 4or5
R.9		1	4	1	4 4or5
R.10		4	2	4	2 4or5
R.11		1	4	1	4 4or5
R.12		4	4	4	4 1or2
R.13		1	5	1	5 4or5
R.14		4	1	4	1 4or5
R.15		1	4	1	4 4or5
R.16		2	4	2	4 4or5
R.17		1	4	1	4 4or5
R.18		1	4	1	4 4or5
R.19		2	4	2	4 4or5
R.20		2	4	2	4 4or5
R.21		2	4	2	4 4or5
R.22		2	3	2	3 3or4or5
R.23		2	4	2	4 4or5
R.24		1	4	1	4 4or5
R.25		2	4	2	4 4or5
R.26		2	4	2	4 4or5
R.27		2	4	2	4 4or5
R.28		1	4	1	4 4or5
R.29		2	4	2	4 4or5
R.30		2	4	2	4 4or5
R.31		3	4	3	4 1or2
R.32		1	4	1	4 4or5
R.33		2	4	2	4 4or5
R.34		2	4	2	4 4or5
R.35		2	4	2	4 4or5
R.36		2	4	2	4 4or5
R.37		2	4	2	4 4or5
R.38		1	5	1	5 4or5
R.39		2	4	2	4 4or5

	Previous B22	Previous B20	New B55	New B56	New B57	
R.40		1	3	1	3 3or4or5	
R.41		2	4	2	4 4or5	
R.42		1	4	1	4 4or5	
R.43		1	3	1	3 3or4or5	
R.44		2	3	2	3 3or4or5	
R.45		2	4	2	4 4or5	
R.46		3	1	3	1 3or4or5	
R.47		1	4	1	4 4or5	
R.48		2	4	2	4 4or5	
R.49		2	4	2	4 4or5	
R.50		1	4	1	4 4or5	
R.51		2	4	2	4 4or5	
R.52		3	2	3	2 3or4or5	
R.53		1	4	1	4 4or5	
R.54		1	4	1	4 4or5	
R.55		2	4	2	4 4or5	
R.56		1	4	1	4 4or5	
R.57		2	4	2	4 4or5	
R.58		2	3	2	3 3or4or5	
R.59		1	4	1	4 4or5	
R.60		3	1	3	1 3or4or5	
R.61		4	2	4	2 4or5	
R.62		1	4	1	4 4or5	
R.63		2	3	2	3 3or4or5	
R.64		2	4	2	4 4or5	
R.65		1	4	1	4 4or5	
R.66		1	4	1	4 4or5	
R.67		3	3	3	3	3
R.68		1	4	1	4 4or5	
R.69		2	3	2	3 3or4or5	
R.70		2	4	2	4 4or5	
R.71		4	1	4	1 4or5	
R.72		2	5	2	5 4or5	
R.73		2	3	2	3 3or4or5	
R.74		2	3	2	3 3or4or5	
R.75		2	4	2	4 4or5	
R.76		3	3	3	3	3
R.77		1	5	1	5 4or5	
R.78		1	5	1	5 4or5	
R.79		1	4	1	4 4or5	
R.80		1	3	1	3 3or4or5	
R.81		2	4	2	4 4or5	
R.82		2	4	2	4 4or5	
R.83		2	4	2	4 4or5	
R.84		2	4	2	4 4or5	
R.85		1	4	1	4 4or5	
R.86		1	5	1	5 4or5	
R.87		1	4	1	4 4or5	
R.88		1	4	1	4 4or5	
R.89		2	4	2	4 4or5	
R.90		4	1	4	1 4or5	
R.91		3	2	3	2 3or4or5	
R.92		1	4	1	4 4or5	
R.93		1	4	1	4 4or5	
	Previous C23	Previous C21	New C58	New C59	New C60	
R.1		2	3	2	3 3or4or5	

	Previous C23	Previous C21	New C58	New C59	New C60	
R.2		3	3	3	3	3
R.3		2	3	2	3 3or4or5	
R.4		5	4	5	4 1or2	
R.5		3	3	3	3	3
R.6		5	5	5	5 1or2	
R.7		3	3	3	3	3
R.8		2	3	2	3 3or4or5	
R.9		5	5	5	5 1or2	
R.10		3	1	3	1 3or4or5	
R.11		5	4	5	4 1or2	
R.12		4	4	4	4 1or2	
R.13		3	5	3	5 1or2	
R.14		2	3	2	3 3or4or5	
R.15		4	4	4	4 1or2	
R.16		2	3	2	3 3or4or5	
R.17		2	3	2	3 3or4or5	
R.18		3	3	3	3	3
R.19		3	3	3	3	3
R.20		5	4	5	4 1or2	
R.21		2	4	2	4 4or5	
R.22		4	5	4	5 1or2	
R.23		2	3	2	3 3or4or5	
R.24		4	4	4	4 1or2	
R.25		2	3	2	3 3or4or5	
R.26		2	4	2	4 4or5	
R.27		4	4	4	4 1or2	
R.28		3	3	3	3	3
R.29		4	3	4	3 1or2	
R.30		4	2	4	2 4or5	
R.31		3	4	3	4 1or2	
R.32		4	4	4	4 1or2	
R.33		3	3	3	3	3
R.34		2	4	2	4 4or5	
R.35		3	3	3	3	3
R.36		3	3	3	3	3
R.37		3	3	3	3	3
R.38		5	5	5	5 1or2	
R.39		2	4	2	4 4or5	
R.40		2	4	2	4 4or5	
R.41		1	3	1	3 3or4or5	
R.42		3	3	3	3	3
R.43		2	3	2	3 3or4or5	
R.44		3	3	3	3	3
R.45		3	2	3	2 3or4or5	
R.46		5	5	5	5 1or2	
R.47		3	3	3	3	3
R.48		4	4	4	4 1or2	
R.49		2	3	2	3 3or4or5	
R.50		2	3	2	3 3or4or5	
R.51		2	4	2	4 4or5	
R.52		4	4	4	4 1or2	
R.53		4	2	4	2 4or5	
R.54		3	4	3	4 1or2	
R.55		3	4	3	4 1or2	
R.56		3	3	3	3	3
R.57		2	4	2	4 4or5	
R.58		2	3	2	3 3or4or5	
R.59		2	3	2	3 3or4or5	

	Previous C23	Previous C21	New C58	New C59	New C60	
R.60		3	3	3	3	3
R.61		4	2	4	2 4or5	
R.62		2	3	2	3 3or4or5	
R.63		2	4	2	4 4or5	
R.64		2	3	2	3 3or4or5	
R.65		3	3	3	3	3
R.66		3	5	3	5 1or2	
R.67		3	3	3	3	3
R.68		5	4	5	4 1or2	
R.69		3	2	3	2 3or4or5	
R.70		3	3	3	3	3
R.71		4	3	4	3 1or2	
R.72		4	3	4	3 1or2	
R.73		3	2	3	2 3or4or5	
R.74		2	3	2	3 3or4or5	
R.75		2	3	2	3 3or4or5	
R.76		3	2	3	2 3or4or5	
R.77		3	3	3	3	3
R.78		5	5	5	5 1or2	
R.79		1	4	1	4 4or5	
R.80		3	3	3	3	3
R.81		4	1	4	1 4or5	
R.82		4	2	4	2 4or5	
R.83		3	4	3	4 1or2	
R.84		4	4	4	4 1or2	
R.85		4	5	4	5 1or2	
R.86		5	5	5	5 1or2	
R.87		2	4	2	4 4or5	
R.88		5	5	5	5 1or2	
R.89		2	4	2	4 4or5	
R.90		5	5	5	5 1or2	
R.91		3	2	3	2 3or4or5	
R.92		2	3	2	3 3or4or5	
R.93		1	3	1	3 3or4or5	

Rationale of the “if statements” and the new variables for the “linked statements”

The rationale of the “if statements” and the new variables for the “linked statements” was the following:

In certain cases, there were 2 belief statements (linked) or 2 current situation statements (linked) which referred to 2 different aspects for a certain issue/theme. These aspects could be selected in combination or in isolation. The answers to both statements (“linked statements”) were relevant and needed to be taken into account for purposes of establishing whether the respondents selected both of the aspects or one of the aspects. For each case of “linked statements”, the 2 variables (1 variable for each statement) were converted into 3 new variables (3 options) by using “if statements” (the 2 original variables were made redundant). There were 3 such cases (9 new variables were created and 6 original variables were made redundant-see above). The following are the 3 new variables for each case of “linked statements” that represented the 3 options which were possible:

-Case A: -only one of the 2 aspects: appeals examined by other independent persons only (belief statement)

-only one of the 2 aspects: appeals examined by the appraisal team only (belief statement)

-both of the aspects: appeals examined by the appraisal team and other independent persons (belief statement)

-Case B: -only one of the 2 aspects: assessment on the basis of performance only (belief statement)

- only one of the 2 aspects: assessment on the basis of personality only (belief statement)
- both of the aspects: assessment on the basis of personality and performance (belief statement)
- Case C: -only one of the 2 aspects: assessment on the basis of performance only (current situation statement)
- only one of the 2 aspects: assessment on the basis of personality only (current situation statement)
- both of the aspects: assessment on the basis of personality and performance (current situation statement).

The “none of the aspects” option was not possible because that would mean that the respondents would not be interested in any type of assessment or appeal mechanism. The statements were not aiming at finding out whether an assessment and appeal mechanism should be in place. The statements were aiming at finding out what was the respondents’ preference in relation to different types of assessment and appeal once an assessment and appeal mechanism was in place.

The “if statements” (9 possibilities) for each case of “linked statements” are the following:

-Case A:

- i)if B50 (appeals examined by the appraisal team and other independent persons)=1 or 2 & B51 (appeals examined by other independent persons only)=4 or 5 then the new variable B52 (appeals examined by the appraisal team and other independent persons)=1 or 2, the new variable B53 (appeals examined by other independent persons only)=4 or 5 and the new variable B54 (appeals examined by the appraisal team only) (negative statement)=4 or 5 (B50 & B51 were made redundant),
- ii)if B50 (appeals examined by the appraisal team and other independent persons)=4 or 5 & B51 (appeals examined by other independent persons only)=1 or 2 then the new variable B53 (appeals examined by other independent persons only)=1 or 2, the new variable B52 (appeals examined by the appraisal team and other independent persons)=4 or 5 and the new variable B54 (appeals examined by the appraisal team only) (negative statement)=4 or 5 (B50 & B51 were made redundant),
- iii)if B50 (appeals examined by the appraisal team and other independent persons)=4 or 5 & B51 (appeals examined by other independent persons only)=4 or 5 then the new variable B54 (appeals examined by the appraisal team only) (negative statement)=1 or 2, the new variable B53 (appeals examined by other independent persons only)=4 or 5 and the new variable B52 (appeals examined by the appraisal team and other independent persons)=4 or 5 (B50 & B51 were made redundant),
- iv)if B50 (appeals examined by the appraisal team and other independent persons)=3 & B51 (appeals examined by other independent persons only)=3 then the new variable B54 (appeals examined by the appraisal team only) (negative statement)=3, the new variable B53 (appeals examined by other independent persons only)=3 and the new variable B52 (appeals examined by the appraisal team and other independent persons)=3 (B50 & B51 were made redundant),
- v)if B50 (appeals examined by the appraisal team and other independent persons)=3 & B51 (appeals examined by other independent persons only)=1 or 2 then the new variable B53 (appeals examined by other independent persons only)=1 or 2, the new variable B52 (appeals examined by the appraisal team and other independent persons)=3 and the new variable B54 (appeals examined by the appraisal team only) (negative statement)=3, 4 or 5 (B50 & B51 were made redundant),
- vi)if B50 (appeals examined by the appraisal team and other independent persons)=3 & B51 (appeals examined by other independent persons only)=4 or 5 then the new variable B54 (appeals examined by the appraisal team only) (negative statement)=1 or 2, the new variable B52 (appeals examined by the appraisal team and other independent persons)=3 and the new variable B53 (appeals examined by other independent persons only)=4 or 5 (B50 & B51 were made redundant),
- vii)if B50 (appeals examined by the appraisal team and other independent persons)=1 or 2 & B51 (appeals examined by other independent persons only)=3 then the new variable B52 (appeals examined by the appraisal team and other independent persons)=1 or 2, the new

variable B53 (appeals examined by other independent persons only)=3 and the new variable B54 (appeals examined by the appraisal team only) (negative statement)= 3, 4 or 5 (B50 & B51 were made redundant),

viii)if B50 (appeals examined by the appraisal team and other independent persons)=4 or 5 & B51 (appeals examined by other independent persons only)=3 then the new variable B54 (appeals examined by the appraisal team only) (negative statement)=1 or 2, the new variable B52 (appeals examined by the appraisal team and other independent persons)=4 or 5, the new variable B53 (appeals examined by other independent persons only)=3 (B50 & B51 were made redundant).

-Case B:

i)if B22 (assessment on the basis of personality and performance)=1 or 2 & B20 (assessment on the basis of performance only)=4 or 5 then the new variable B55 (assessment on the basis of personality and performance)=1 or 2, the new variable B56 (assessment on the basis of performance only)=4 or 5 and the new variable B57 (assessment on the basis of personality only) (negative statement)= 4 or 5 (B22 & B20 were made redundant),

ii)if B22 (assessment on the basis of personality and performance)=4 or 5 & B20 (assessment on the basis of performance only)=1 or 2 then the new variable B56 (assessment on the basis of performance only)=1 or 2, the new variable B55 (assessment on the basis of personality and performance)=4 or 5 and the new variable B57 (assessment on the basis of personality only) (negative statement)= 4 or 5 (B22 & B20 were made redundant),

iii)if B22 (assessment on the basis of personality and performance)=4 or 5 & B20 (assessment on the basis of performance only)=4 or 5 then the new variable B57 (assessment on the basis of personality only) (negative statement)=1 or 2, the new variable B56 (assessment on the basis of performance only)=4 or 5 and the new variable B55 (assessment on the basis of personality and performance)=4 or 5 (B22 & B20 were made redundant),

iv)if B22 (assessment on the basis of personality and performance)=3 & B20 (assessment on the basis of performance only)=3 then the new variable B57 (assessment on the basis of personality only) (negative statement)=3, the new variable B56 (assessment on the basis of performance only)=3 and the new variable B55 (assessment on the basis of personality and performance)=3 (B22 & B20 were made redundant),

v)if B22 (assessment on the basis of personality and performance)=3 & B20 (assessment on the basis of performance only)=1 or 2 then the new variable B56 (assessment on the basis of performance only)=1 or 2, the new variable B55 (assessment on the basis of personality and performance)=3 and the new variable B57 (assessment on the basis of personality only) (negative statement)=3, 4 or 5 (B22 & B20 were made redundant),

vi)if B22 (assessment on the basis of personality and performance)=3 & B20 (assessment on the basis of performance only)=4 or 5 then the new variable B57 (assessment on the basis of personality only) (negative statement)=1 or 2, the new variable B56 (assessment on the basis of performance only)=4 or 5 and the new variable B55 (assessment on the basis of personality and performance)=3 (B22 & B20 were made redundant),

vii)if B22 (assessment on the basis of personality and performance)=1 or 2 & B20 (assessment on the basis of performance only)=3 then the new variable B55 (assessment on the basis of personality and performance)=1 or 2, the new variable B56 (assessment on the basis of performance only)=3 and the new variable B57 (assessment on the basis of personality only) (negative statement)= 3, 4 or 5 (B22 & B20 were made redundant),

viii)if B22 (assessment on the basis of personality and performance)=4 or 5 & B20 (assessment on the basis of performance only)=3 then the new variable B57 (assessment on the basis of personality only) (negative statement)=1 or 2, the new variable B55 (assessment on the basis of personality and performance)=4 or 5 and the new variable B56 (assessment on the basis of performance only)=3 (B22 & B20 were made redundant).

-Case C:

i)if C23 (assessment on the basis of personality and performance)=1 or 2 & C21 (assessment on the basis of performance only)=4 or 5 then the new variable C58 (assessment on the basis of personality and performance)=1 or 2, the new variable C59 (assessment on the basis of performance only)=4 or 5 and the new variable C60 (assessment on the basis of personality only) (negative statement)= 4 or 5 (C23 & C21 were made redundant),

ii)if C23 (assessment on the basis of personality and performance)=4 or 5 & C21 (assessment on the basis of performance only)=1 or 2 then the new variable C59 (assessment on the basis of performance only)=1 or 2, the new variable C58 (assessment on the basis of personality and performance)=4 or 5 and the new variable C60 (assessment on the basis of personality only) (negative statement)= 4 or 5 (C23 & C21 were made redundant),

iii)if C23 (assessment on the basis of personality and performance)=4 or 5 & C21 (assessment on the basis of performance only)=4 or 5 then the new variable C60 (assessment on the basis of personality only) (negative statement)=1 or 2, the new variable C59 (assessment on the basis of performance only)=4 or 5 and the new variable C58 (assessment on the basis of personality and performance)=4 or 5 (C23 & C21 were made redundant),

iv)if C23 (assessment on the basis of personality and performance)=3 & C21 (assessment on the basis of performance only)=3 then the new variable C60 (assessment on the basis of personality only) (negative statement)=3, the new variable C59 (assessment on the basis of performance only)=3 and the new variable C58 (assessment on the basis of personality and performance)=3 (C23 & C21 were made redundant),

v)if C23 (assessment on the basis of personality and performance)=3 & C21 (assessment on the basis of performance only)=1 or 2 then the new variable C59 (assessment on the basis of performance only)=1 or 2, the new variable C58 (assessment on the basis of personality and performance)=3 and the new variable C60 (assessment on the basis of personality only) (negative statement)=3, 4 or 5 (C23 & C21 were made redundant),

vi)if C23 (assessment on the basis of personality and performance)=3 & C21 (assessment on the basis of performance only)=4 or 5 then the new variable C60 (assessment on the basis of personality only) (negative statement)=1 or 2, the new variable C59 (assessment on the basis of performance only)=4 or 5 and the new variable C58 (assessment on the basis of personality and performance)=3 (C23 & C21 were made redundant),

vii)if C23 (assessment on the basis of personality and performance)=1 or 2 & C21 (assessment on the basis of performance only)=3 then the new variable C58 (assessment on the basis of personality and performance)=1 or 2, the new variable C59 (assessment on the basis of performance only)=3 and the new variable C60 (assessment on the basis of personality only) (negative statement)= 3, 4 or 5 (C23 & C21 were made redundant),

viii)if C23 (assessment on the basis of personality and performance)=4 or 5 & C21 (assessment on the basis of performance only)=3 then the new variable C60 (assessment on the basis of personality only) (negative statement)=1 or 2, the new variable C58 (assessment on the basis of personality and performance)=4 or 5 and the new variable C59 (assessment on the basis of performance only)=3 (C23 & C21 were made redundant).

The following is the 9<sup>th</sup> possibility for each case of “linked statements”:

- Case A: B50orB52=1 or 2 & B51orB53=1 or 2
- Case B: B20orB56=1 or 2 & B22orB55=1 or 2
- Case C: C21orC59=1 or 2 & C23orC58=1 or 2.

However, the above could not apply because it was not possible to have 2 options at the same time e.g. impossible for anyone to be assessed on the basis of performance and personality (C23orC58) and performance only (C21orC59).

#### Rationale of the “consistent combinations” and “inconsistent combinations” for the “interrelated statements”

The variables for the “interrelated statements” were not converted into new variables because the rationale of the “consistent combinations” and “inconsistent combinations” for the “interrelated statements” was not the same as the rationale of the “if statements” and the new variables for the “linked statements”. The rationale of the “consistent combinations” and “inconsistent combinations” for the “interrelated statements” was the following:

The B41 & B44 & B46 combination (“interrelated statements”):

B41=I want to be recognised for the work that I perform

B44=I want to be rewarded with monetary rewards

B46=I want to be rewarded with non-monetary rewards.



“Consistent Combinations”:

- B41=1 or 2 & B44=1 or 2 & B46=1 or 2: possible for someone to want to be rewarded with both monetary and non-monetary rewards i.e. when someone agrees on recognition he/she can agree on both monetary and non-monetary rewards
- B41=1 or 2 & B44=1 or 2 & B46=4 or 5: possible for someone to want to be rewarded only with monetary rewards i.e. when someone agrees on recognition he/she can agree on monetary rewards and disagree on non-monetary rewards
- B41=1 or 2 & B44=4 or 5 & B46=1 or 2: possible for someone to want to be rewarded only with non-monetary rewards i.e. when someone agrees on recognition he/she can agree on non-monetary rewards and disagree on monetary rewards
- B41=4 or 5 & B44=4 or 5 & B46=4 or 5: possible for someone not to want to be rewarded with both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she can disagree on both monetary and non-monetary rewards
- B41=3 & B44=3 & B46=3: possible for someone not to know or to be neutral on monetary and non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can also not know or be neutral on both monetary and non-monetary rewards
- B41=3 & B44=1 or 2 & B46=3: possible for someone to want to be rewarded only with monetary rewards and not to know or to be neutral on non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can agree on monetary rewards and not know or be neutral on non-monetary rewards
- B41=3 & B44=3 & B46=1 or 2: possible for someone to want to be rewarded only with non-monetary rewards and not to know or to be neutral on monetary rewards i.e. when someone does not know or is neutral on recognition he/she can agree on non-monetary rewards and not know or be neutral on monetary rewards
- B41=3 & B44=4 or 5 & B46=1 or 2: possible for someone not to want to be rewarded with monetary rewards and to want to be rewarded with non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can disagree on monetary rewards and agree on non-monetary rewards
- B41=3 & B44=1 or 2 & B46=4 or 5: possible for someone not to want to be rewarded with non-monetary rewards and to want to be rewarded with monetary rewards i.e. when someone does not know or is neutral on recognition he/she can agree on monetary rewards and disagree on non-monetary rewards
- B41=3 & B44=4 or 5 & B46=3: possible for someone not to want to be rewarded with monetary rewards and not to know or to be neutral on non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can disagree on monetary rewards and not know or be neutral on non-monetary rewards
- B41=3 & B44=3 & B46=4 or 5: possible for someone not to want to be rewarded with non-monetary rewards and not to know or to be neutral on monetary rewards i.e. when someone does not know or is neutral on recognition he/she can disagree on non-monetary rewards and not know or be neutral on monetary rewards.

“Inconsistent Combinations”:

- B41=1 or 2 & B44=4 or 5 & B46=4 or 5: not possible for someone not to want to be rewarded with monetary and non-monetary rewards when he/she wants to be recognised because recognition covers monetary and/or non-monetary rewards i.e. when someone agrees on recognition he/she should also agree on monetary and/or non-monetary rewards
- B41=4 or 5 & B44=1 or 2 & B46=1 or 2: not possible for someone to want to be rewarded with monetary and non-monetary rewards when he/she does not want to be recognised because recognition covers both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she should also disagree on both monetary and non-monetary rewards
- B41=4 or 5 & B44=1 or 2 & B46=4 or 5: not possible for someone to want to be rewarded only with monetary rewards when he/she does not want to be recognised because recognition covers both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she should also disagree on both monetary and non-monetary rewards
- B41=4 or 5 & B44=4 or 5 & B46=1 or 2: not possible for someone to want to be rewarded only with non-monetary rewards when he/she does not want to be recognised because recognition covers both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she should also disagree on both monetary and non-monetary rewards

-B41=3 & B44=4 or 5 & B46=4 or 5: not possible for someone not to want to be rewarded with monetary and non-monetary rewards when sometimes he/she wants to be recognised and sometimes he/she does not (or he/she does not know whether he/she wants to be recognised) i.e. when someone does not know or is neutral on recognition he/she should also not know or be neutral on monetary and/or non-monetary rewards (or he/she should select one of the other “consistent combinations” above)

-B41=3 & B44=1 or 2 & B46=1 or 2: not possible for someone to want to be rewarded with monetary and non-monetary rewards when sometimes he/she wants to be recognised and sometimes he/she does not (or he/she does not know whether he/she wants to be recognised) i.e. when someone does not know or is neutral on recognition he/she should also not know or be neutral on monetary and/or non-monetary rewards (or he/she should select one of the other “consistent combinations” above).

The C42 & C45& C47 combination (“interrelated statements”):

C42=I am currently recognised for the work that I perform.

C45=I am currently rewarded with monetary rewards.

C47=I am currently rewarded with non-monetary rewards.

“Consistent Combinations”:

-C42=1 or 2 & C45=1 or 2 & C47=1 or 2: possible for someone to be rewarded with both monetary and non-monetary rewards i.e. when someone agrees on recognition he/she can agree on both monetary and non-monetary rewards

-C42=1 or 2 & C45=1 or 2 & C47=4 or 5: possible for someone to be rewarded only with monetary rewards i.e. when someone agrees on recognition he/she can agree on monetary rewards and disagree on non-monetary rewards

-C42=1 or 2 & C45=4 or 5 & C47=1 or 2: possible for someone to be rewarded only with non-monetary rewards i.e. when someone agrees on recognition he/she can agree on non-monetary rewards and disagree on monetary rewards

-C42=4 or 5 & C45=4 or 5 & C47=4 or 5: possible for someone not to be rewarded with both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she can disagree on both monetary and non-monetary rewards

-C42=3 & C45=3 & C47=3: possible for someone not to know or to be neutral on monetary and non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can also not know or be neutral on both monetary and non-monetary rewards

-C42=3 & C45=1 or 2 & C47=3: possible for someone to be rewarded only with monetary rewards and not to know or to be neutral on non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can agree on monetary rewards and not know or be neutral on non-monetary rewards

-C42=3 & C45=3 & C47=1 or 2: possible for someone to be rewarded only with non-monetary rewards and not to know or to be neutral on monetary rewards i.e. when someone does not know or is neutral on recognition he/she can agree on non-monetary rewards and not know or be neutral on monetary rewards

-C42=3 & C45=4 or 5 & C47=1 or 2: possible for someone not to be rewarded with monetary rewards and to be rewarded with non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can disagree on monetary rewards and agree on non-monetary rewards

-C42=3 & C45=1 or 2 & C47=4 or 5: possible for someone not to be rewarded with non-monetary rewards and to be rewarded with monetary rewards i.e. when someone does not know or is neutral on recognition he/she can agree on monetary rewards and disagree on non-monetary rewards

-C42=3 & C45=4 or 5 & C47=3: possible for someone not to be rewarded with monetary rewards and not to know or to be neutral on non-monetary rewards i.e. when someone does not know or is neutral on recognition he/she can disagree on monetary rewards and not know or be neutral on non-monetary rewards

-C42=3 & C45=3 & C47=4 or 5: possible for someone not to be rewarded with non-monetary rewards and not to know or to be neutral on monetary rewards i.e. when someone does not know or is neutral on recognition he/she can disagree on non-monetary rewards and not know or be neutral on monetary rewards.

“Inconsistent Combinations”:

-C42=1 or 2 & C45=4 or 5 & C47=4 or 5: not possible for someone not to be rewarded with monetary and non-monetary rewards when he/she is recognised because recognition covers monetary and/or non-monetary rewards i.e. when someone agrees on recognition he/she should also agree on monetary and/or non-monetary rewards

-C42=4 or 5 & C45=1 or 2 & C47=1 or 2: not possible for someone to be rewarded with monetary and non-monetary rewards when he/she is not recognised because recognition covers both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she should also disagree on both monetary and non-monetary rewards

-C42=4 or 5 & C45=1 or 2 & C47=4 or 5: not possible for someone to be rewarded only with monetary rewards when he/she is not recognised because recognition covers both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she should also disagree on both monetary and non-monetary rewards

-C42=4 or 5 & C45=4 or 5 & C47=1 or 2: not possible for someone to be rewarded only with non-monetary rewards when he/she is not recognised because recognition covers both monetary and non-monetary rewards i.e. when someone disagrees on recognition he/she should also disagree on both monetary and non-monetary rewards

-C42=3 & C45=4 or 5 & C47=4 or 5: not possible for someone not to be rewarded with monetary and non-monetary rewards when sometimes he/she is recognised and sometimes he/she is not (or he/she does not know whether he/she is recognised) i.e. when someone does not know or is neutral on recognition he/she should also not know or be neutral on monetary and/or non-monetary rewards (or he/she should select one of the other “consistent combinations” above)

-C42=3 & C45=1 or 2 & C47=1 or 2: not possible for someone to be rewarded with monetary and non-monetary rewards when sometimes he/she is recognised and sometimes he/she is not (or he/she does not know whether he/she is recognised) i.e. when someone does not know or is neutral on recognition he/she should also not know or be neutral on monetary and/or non-monetary rewards (or he/she should select one of the other “consistent combinations” above).

**PERFORMANCE OUTCOMES/VALUES FOR THE QUESTIONNAIRE**

The performance outcomes/values (PO) of the "performance related statements" (see below) were ascertained using the following "if statements" (see chapter 6 and appendix 34 for more details):

- If B=1or2 and C, NC=4or5 then PO=2or3
- If B=4or5 and C, NC=4or5 then PO=1or2
- If B=1or2 and C, NC=1or2 then PO=1or2
- If B=4or5 and C, NC=1or2 then PO=2or3
- If B=3 and C, NC=4or5 then PO=4
- If B=3 and C, NC=1or2 then PO=4
- If B=1or2 and C, NC=3 then PO=4
- If B=4or5 and C, NC=3 then PO=4
- If B=3 and C, NC=3 then PO=4
- If B=non-response and C, NC=non-response then PO=4
- If B=1,2,3,4or5 and C, NC=non-response then PO=4
- If B=non-response and C, NC=1,2,3,4or5 then PO=4

Notes:

R=respondent

missing value=non-response

B=belief statement

C=current situation statement

NC=new current situation statement/variable (see chapter 6 for more details)

B, C, NC=1=agree strongly

B, C, NC=2=agree

B, C, NC=3=neutral/don't know

B, C, NC=4=disagree

B, C, NC=5=disagree strongly

PO=performance outcome

PO=1=enhanced performance

PO=2=no effect on performance (the performance stayed the same: it did not increase or decrease)

PO=3=reduced performance

PO=4=uncertain effect on performance (the performance could stay the same, increase or decrease)

B7=GOALS (JOINTLY SET & AGREED)

C8=GOALS (JOINTLY SET & AGREED) AT CTO

B9="SMART" GOALS

C10="SMART" GOALS AT CTO

B11=GOALS & CONSISTENCY WITH ORGANISATIONAL GOALS

C12=GOALS AT CTO & CONSISTENCY WITH ORGANISATIONAL GOALS

B13=FACILITATION FOR GOALS

C14=FACILITATION FOR GOALS AT CTO

B15=MEASUREMENT OF PERFORMANCE

C16=MEASUREMENT OF PERFORMANCE AT CTO

B18=APPRAISAL TEAMS

C19=APPRAISAL TEAMS AT CTO

B20=ASSESSMENT ON THE BASIS OF PERFORMANCE

C21=ASSESSMENT ON THE BASIS OF PERFORMANCE AT CTO

B22=ASSESSMENT ON THE BASIS OF PERFORMANCE & PERSONALITY

C23=ASSESSMENT ON THE BASIS OF PERFORMANCE & PERSONALITY AT CTO

B24=FEEDBACK  
 C25=FEEDBACK AT CTO  
 B26=PROGRESS MONITORING  
 C27=PROGRESS MONITORING AT CTO  
 B28=ACTION PLANS  
 C29=ACTION PLANS AT CTO  
 B30=COMMUNICATION  
 C31=COMMUNICATION AT CTO  
 B32=COACHING  
 C33=COACHING AT CTO  
 B34=APPRAISAL INTERVIEWS  
 B35=RELATIONSHIP OF THE APPRAISERS AND APPRAISEES  
 C36=RELATIONSHIP OF THE APPRAISERS AND APPRAISEES AT CTO  
 B37=APPRAISAL SKILLS & KNOWLEDGE OF THE APPRAISERS  
 C38=APPRAISAL SKILLS & KNOWLEDGE OF THE APPRAISERS AT CTO  
 B39=APPRAISAL EDUCATION OF THE APPRAISEES  
 B40=PRP (PERFORMANCE RELATED PAY)  
 B41=RECOGNITION  
 C42=RECOGNITION AT CTO  
 B44=MONETARY REWARDS  
 C45=MONETARY REWARDS AT CTO  
 B46=NON-MONETARY REWARDS  
 C47=NON-MONETARY REWARDS AT CTO  
 B48=NON-DISTORTION OF RATINGS  
 C49=NON-DISTORTION OF RATINGS AT CTO  
 B50=APPEALS EXAMINATION BY INDEPENDENT PERSONS & THE APPRAISAL TEAM  
 B51=APPEALS EXAMINATION BY INDEPENDENT PERSONS

	B7	C8	PO1		B9	C10	PO2		B11	C12	PO3
R.1	1	2	1or2		1	3		4	1	2	1or2
R.2	2	5	2or3		1	5	2or3		1	5	2or3
R.3	2	3		4	2	2	1or2		1	1	1or2
R.4	2	2	1or2		1	1	1or2		2	2	1or2
R.5	2			4	1	4	2or3		1	4	2or3
R.6	1	5	2or3		1	5	2or3		2		
R.7	2	4	2or3		1	4	2or3		1	2	1or2
R.8	2	4	2or3		2	4	2or3		2	4	2or3
R.9	1	5	2or3		1	5	2or3		1	5	2or3

4

	B7	C8	PO1		B9	C10	PO2		B11	C12	PO3	
R.10	1	4	2or3		1	4	2or3		1	2	1or2	
R.11	1	5	2or3		1	5	2or3		1	5	2or3	
R.12	2	4	2or3		2	4	2or3		1	4	2or3	
R.13	2	1	1or2		2	2	1or2		1	1	1or2	
R.14	1	2	1or2		2	2	1or2		1	1	1or2	
R.15	1	1	1or2		1	1	1or2		1	1	1or2	
R.16	1	2	1or2		1	2	1or2		1	2	1or2	
R.17	2	4	2or3		1	3		4	1	2	1or2	
R.18	1	5	2or3		2	4	2or3		2	5	2or3	
R.19	1	5	2or3		1	5	2or3		1	5	2or3	
R.20	1	5	2or3		1	5	2or3		1	5	2or3	
R.21	2	2	1or2		2	2	1or2		2	2	1or2	
R.22	2	4	2or3		2	5	2or3		2			4
R.23	1	5	2or3		2	2	1or2		2	2	1or2	
R.24	1	3		4	1	1	1or2		2	2	1or2	
R.25	2	3		4	4	3		4	2	2	1or2	
R.26	2	4	2or3		2	2	1or2		2	2	1or2	
R.27	2	4	2or3		2	2	1or2		2	2	1or2	
R.28	2	5	2or3		2	4	2or3		2	4	2or3	
R.29	2	4	2or3		2	4	2or3		2	4	2or3	
R.30	1	4	2or3		2	4	2or3		2	4	2or3	
R.31	2	3		4	2	3		4	2	3		4
R.32	2	5	2or3		2	5	2or3		2	5	2or3	
R.33	3	3		4	2	2	1or2		2	2	1or2	
R.34	2	2	1or2		2	2	1or2		1	1	1or2	
R.35	2	2	1or2		2	2	1or2		1	2	1or2	
R.36	2	4	2or3		2	4	2or3		2	4	2or3	
R.37	1	5	2or3		2	4	2or3		1	4	2or3	
R.38	1	5	2or3		1	5	2or3		1	5	2or3	
R.39	2	1	1or2		1	5	2or3		1	5	2or3	
R.40	1	4	2or3		1	4	2or3		1	4	2or3	
R.41	2	3		4	1	4	2or3		1	2	1or2	
R.42	2	4	2or3		2			4	1	5	2or3	
R.43	2	3		4	2	4	2or3		2	3		4
R.44	2	2	1or2		2	2	1or2		2	2	1or2	
R.45	2	3		4	2	4	2or3		2	3		4
R.46	1	1	1or2		1	1	1or2		1	1	1or2	
R.47	1	5	2or3		1	5	2or3		1	3		4
R.48	2	1	1or2		2	2	1or2		2	2	1or2	
R.49	1	5	2or3		1	4	2or3		1	4	2or3	
R.50	1	4	2or3		2	4	2or3		1	4	2or3	
R.51	2	4	2or3		1	4	2or3		1	4	2or3	
R.52	1	1	1or2		1	1	1or2		1	1	1or2	
R.53	1	1	1or2		4	4	1or2		1	1	1or2	
R.54	2	4	2or3		2	4	2or3		2	3		4
R.55	2	4	2or3		3	4		4	2	3		4
R.56	1	4	2or3		1	4	2or3		1	2	1or2	
R.57	2	2	1or2		2	2	1or2		2	2	1or2	
R.58	2	2	1or2		2	2	1or2		2	2	1or2	

	B7	C8	PO1		B9	C10	PO2		B11	C12	PO3	
R.59	1	3		4	2	3		4	2	2	1or2	
R.60	2	3		4	2	3		4	2	3		4
R.61	2	2	1or2		2	2	1or2		2	2	1or2	
R.62	1	4	2or3		1	4	2or3		1	4	2or3	
R.63	2	2	1or2		2	2	1or2		2	2	1or2	
R.64	1	3		4	2	4	2or3		1	2	1or2	
R.65	1	4	2or3		1	4	2or3		1	4	2or3	
R.66	5	5	1or2		1	3		4	2	2	1or2	
R.67	3	3		4	2	3		4	2	3		4
R.68	2	4	2or3		1	4	2or3		1	4	2or3	
R.69	1	3		4	2	3		4	3	3		4
R.70	2	3		4	1	3		4	2	3		4
R.71	1	1	1or2		1	1	1or2		1	1	1or2	
R.72	1	4	2or3		2	5	2or3		1	4	2or3	
R.73	2	3		4	2	3		4	2	3		4
R.74	2	2	1or2		2	3		4	2	3		4
R.75	2	2	1or2		2	2	1or2		2	2	1or2	
R.76	2	2	1or2		2	2	1or2		2	2	1or2	
R.77	1	3		4	2	4	2or3		2	3		4
R.78	1	5	2or3		1	5	2or3		1	4	2or3	
R.79	2	2	1or2		2	2	1or2		2	2	1or2	
R.80	3	3		4	1	4	2or3		1	4	2or3	
R.81	1	2	1or2		1	3		4	1	1	1or2	
R.82	2	4	2or3		2	4	2or3		2	4	2or3	
R.83	2	4	2or3		2	4	2or3		2	4	2or3	
R.84	2	4	2or3		2	5	2or3		2	5	2or3	
R.85	2	4	2or3		2	2	1or2		2	2	1or2	
R.86	1	5	2or3		2	5	2or3		1	5	2or3	
R.87	2	2	1or2		2	2	1or2		1	2	1or2	
R.88	2	5	2or3		1	5	2or3		1	5	2or3	
R.89	1	4	2or3		1	1	1or2		1	1	1or2	
R.90	1	5	2or3		1	5	2or3		1	5	2or3	
R.91	2	4	2or3		2	4	2or3		2	4	2or3	
R.92	1	2	1or2		1	2	1or2		1	2	1or2	
R.93	1	1	1or2		1	1	1or2		1	1	1or2	
			PO1				PO2				PO3	
			1or2=29/93=31%				1or2=32/93=34%				1or2=43/93=46%	
			2or3=46/93=50%				2or3=46/93=50%				2or3=35/93=38%	
			4=18/93=19%				4=15/93=16%				4=15/93=16%	

	B13	C14	PO4		B15	C16	PO5		B18	C19	PO6	
R.1	1	2	1or2		2	3		4	1	2	1or2	
R.2	1	4	2or3		1	5	2or3		1			4
R.3	2	2	1or2		2	3		4	2	2	1or2	
R.4	1	1	1or2		1	2	1or2		1	4	2or3	
R.5	2	4	2or3		2	4	2or3		2	2	1or2	
R.6	1	5	2or3		1	5	2or3		1	5	2or3	
R.7	1	3		4	2	4	2or3		1	4	2or3	

	B13	C14	PO4		B15	C16	PO5		B18	C19	PO6	
R.8	1	4	2or3		2	4	2or3		2	4	2or3	
R.9	1	5	2or3		1	5	2or3		1	5	2or3	
R.10	1	2	1or2		1	2	1or2		1	3		4
R.11	1	5	2or3		1	5	2or3		1	4	2or3	
R.12	2	4	2or3		2	4	2or3		1			4
R.13	1	1	1or2		2	2	1or2		2	3		4
R.14	1	1	1or2		4	4	1or2		1	1	1or2	
R.15	1	1	1or2		1	1	1or2		1	4	2or3	
R.16	1	2	1or2		1	2	1or2		1	2	1or2	
R.17	2	2	1or2		1	4	2or3		1	4	2or3	
R.18	1	5	2or3		2	5	2or3		1	4	2or3	
R.19	1	5	2or3		1	4	2or3		1	4	2or3	
R.20	1	5	2or3		1	5	2or3		1	4	2or3	
R.21	2	2	1or2		2	5	2or3		2	2	1or2	
R.22	2	4	2or3		1	5	2or3		1	4	2or3	
R.23	2	3		4	2	3		4	2	2	1or2	
R.24	2	3		4	1	4	2or3		2	2	1or2	
R.25	2	4	2or3		2	2	1or2		2	2	1or2	
R.26	2	2	1or2		2	2	1or2		2	4	2or3	
R.27	2	2	1or2		2	4	2or3		2	2	1or2	
R.28	1	4	2or3		2	4	2or3		2	3		4
R.29	1	3		4	2	4	2or3		1	4	2or3	
R.30	2	4	2or3		1	4	2or3		1	2	1or2	
R.31	2	2	1or2		2	4	2or3		2	2	1or2	
R.32	1	4	2or3		2	4	2or3		1	5	2or3	
R.33		3		4	2	4	2or3		2	3		4
R.34	1	2	1or2		4	4	1or2		2	2	1or2	
R.35	3	4		4	1	2	1or2		2	3		4
R.36	2	4	2or3		2	4	2or3		1	2	1or2	
R.37	1	2	1or2		2	2	1or2		2	4	2or3	
R.38	1	5	2or3			5		4	1	5	2or3	
R.39	1	5	2or3		2	5	2or3		1	2	1or2	
R.40	1	3		4	1	2	1or2		1	4	2or3	
R.41	2	3		4	2	2	1or2		2	2	1or2	
R.42	1	5	2or3		1	3		4	1	4	2or3	
R.43	2	2	1or2		2	4	2or3		2	2	1or2	
R.44	2	3		4	3	3		4	2	2	1or2	
R.45	2	3		4	2	2	1or2		1	3		4
R.46	1	1	1or2		1	1	1or2		1	5	2or3	
R.47	1	2	1or2		1	5	2or3		1	3		4
R.48	2	2	1or2		3	2		4	2	4	2or3	
R.49	1	3		4	1	4	2or3		1	4	2or3	
R.50	1	2	1or2		1	4	2or3		1	2	1or2	
R.51	1	4	2or3		1	4	2or3		1	2	1or2	
R.52	1	1	1or2		1	1	1or2		1	4	2or3	
R.53	1	1	1or2		1	1	1or2		1	3		4
R.54	2	4	2or3		3	4		4	1	3		4
R.55	5	4	1or2		4	4	1or2		1	4	2or3	
R.56	1	2	1or2		1	2	1or2		1	1	1or2	



	B13	C14	PO4		B15	C16	PO5		B18	C19	PO6	
R.57	2	2	1or2		3	4		4	2	4	2or3	
R.58	1	2	1or2		2			4	2	2	1or2	
R.59	1	2	1or2		2	3		4	1	3		4
R.60	2	3		4	2	3		4	1	2	1or2	
R.61	2	2	1or2		2	2	1or2		2	2	1or2	
R.62	2	2	1or2		2	2	1or2		1	1	1or2	
R.63	2	2	1or2		2	2	1or2		2	3		4
R.64	1	1	1or2		1	2	1or2		1	1	1or2	
R.65	1	4	2or3		2	5	2or3		2	4	2or3	
R.66	1	5	2or3		1	2	1or2		1	5	2or3	
R.67	2	2	1or2		2	4	2or3		2	3		4
R.68	2	4	2or3		2	4	2or3		2	4	2or3	
R.69	2	3		4	1	3		4	3	2		4
R.70	2	2	1or2		2	3		4	1	2	1or2	
R.71	1	1	1or2		3	3		4	1	1	1or2	
R.72	1	3		4	2	4	2or3		1	5	2or3	
R.73	2	3		4	2	3		4	3	2		4
R.74	2	3		4	2	3		4	3	3		4
R.75	2	2	1or2		2	2	1or2		2	3		4
R.76	2	2	1or2		3	3		4	2	3		4
R.77	3	2		4	1	3		4	1	1	1or2	
R.78	1	3		4	2	5	2or3		1	2	1or2	
R.79	2	2	1or2		2	2	1or2		2	2	1or2	
R.80	1	3		4	1	4	2or3		1	3		4
R.81	1	1	1or2		4	4	1or2		1	2	1or2	
R.82	2	4	2or3		2	4	2or3		1	5	2or3	
R.83	2	4	2or3		3	4		4	3	3		4
R.84	2	5	2or3		2	4	2or3		2	4	2or3	
R.85	2	2	1or2		2	4	2or3		1	5	2or3	
R.86	1	5	2or3		1	5	2or3		1	5	2or3	
R.87	2	2	1or2		1	4	2or3		1	2	1or2	
R.88	2	5	2or3		2	5	2or3		1	4	2or3	
R.89	1	1	1or2		1	1	1or2		1	1	1or2	
R.90	1	5	2or3		2	5	2or3		1	5	2or3	
R.91	2	4	2or3		2	4	2or3		1	2	1or2	
R.92	1	2	1or2		2	2	1or2		2	3		4
R.93	1	1	1or2		1	1	1or2		1	4	2or3	

	PO4		PO5		PO6
	1or2=43/93=46%		1or2=30/93=32%		1or2=35/93=38%
	2or3=31/93=33%		2or3=43/93=46%		2or3=36/93=39%
	4=19/93=21%		4=20/93=22%		4=22/93=23%

	B20orB56-see app.39	C21orC59-see app. 39	PO7	
R.1		4	3	4
R.2		5	3	4
R.3		3	3	4
R.4		4	4	1or2
R.5		2	3	4

	B20orB56-see app. 39	C21orC59-see app. 39	PO7	
R.6	2		5 2or3	
R.7	3		3	4
R.8	4		3	4
R.9	4		5 1or2	
R.10	2		1 1or2	
R.11	4		4 1or2	
R.12	4		4 1or2	
R.13	5		5 1or2	
R.14	1		3	4
R.15	4		4 1or2	
R.16	4		3	4
R.17	4		3	4
R.18	4		3	4
R.19	4		3	4
R.20	4		4 1or2	
R.21	4		4 1or2	
R.22	3		5	4
R.23	4		3	4
R.24	4		4 1or2	
R.25	4		3	4
R.26	4		4 1or2	
R.27	4		4 1or2	
R.28	4		3	4
R.29	4		3	4
R.30	4		2 2or3	
R.31	4		4 1or2	
R.32	4		4 1or2	
R.33	4		3	4
R.34	4		4 1or2	
R.35	4		3	4
R.36	4		3	4
R.37	4		3	4
R.38	5		5 1or2	
R.39	4		4 1or2	
R.40	3		4	4
R.41	4		3	4
R.42	4		3	4
R.43	3		3	4
R.44	3		3	4
R.45	4		2 2or3	
R.46	1		5 2or3	
R.47	4		3	4
R.48	4		4 1or2	
R.49	4		3	4
R.50	4		3	4
R.51	4		4 1or2	
R.52	2		4 2or3	
R.53	4		2 2or3	
R.54	4		4 1or2	

	B20orB56-see app. 39	C21orC59-see app. 39	PO7	
R.55	4	4	4 1or2	
R.56	4		3	4
R.57	4		4 1or2	
R.58	3		3	4
R.59	4		3	4
R.60	1		3	4
R.61	2		2 1or2	
R.62	4		3	4
R.63	3		4	4
R.64	4		3	4
R.65	4		3	4
R.66	4		5 1or2	
R.67	3		3	4
R.68	4		4 1or2	
R.69	3		2	4
R.70	4		3	4
R.71	1		3	4
R.72	5		3	4
R.73	3		2	4
R.74	3		3	4
R.75	4		3	4
R.76	3		2	4
R.77	5		3	4
R.78	5		5 1or2	
R.79	4		4 1or2	
R.80	3		3	4
R.81	4		1 2or3	
R.82	4		2 2or3	
R.83	4		4 1or2	
R.84	4		4 1or2	
R.85	4		5 1or2	
R.86	5		5 1or2	
R.87	4		4 1or2	
R.88	4		5 1or2	
R.89	4		4 1or2	
R.90	1		5 2or3	
R.91	2		2 1or2	
R.92	4		3	4
R.93	4		3	4

PO7  
1or2=35/93=38%  
2or3=9/93=10%  
4=49/93=52%

	B22orB55-see app. 39	C23orC58-see app. 39	PO8	
R.1	2	2	2 1or2	
R.2	2	3	3	4

	B22orB55-see app. 39	C23orC58-see app. 39	PO8	
R.3	2		2 1or2	
R.4	1		5 2or3	
R.5	4		3	4
R.6	4		5 1or2	
R.7	1		3	4
R.8	2		2 1or2	
R.9	1		5 2or3	
R.10	4		3	4
R.11	1		5 2or3	
R.12	4		4 1or2	
R.13	1		3	4
R.14	4		2 2or3	
R.15	1		4 2or3	
R.16	2		2 1or2	
R.17	1		2 1or2	
R.18	1		3	4
R.19	2		3	4
R.20	2		5 2or3	
R.21	2		2 1or2	
R.22	2		4 2or3	
R.23	2		2 1or2	
R.24	1		4 2or3	
R.25	2		2 1or2	
R.26	2		2 1or2	
R.27	2		4 2or3	
R.28	1		3	4
R.29	2		4 2or3	
R.30	2		4 2or3	
R.31	3		3	4
R.32	1		4 2or3	
R.33	2		3	4
R.34	2		2 1or2	
R.35	2		3	4
R.36	2		3	4
R.37	2		3	4
R.38	1		5 2or3	
R.39	2		2 1or2	
R.40	1		2 1or2	
R.41	2		1 1or2	
R.42	1		3	4
R.43	1		2 1or2	
R.44	2		3	4
R.45	2		3	4
R.46	3		5	4
R.47	1		3	4
R.48	2		4 2or3	
R.49	2		2 1or2	
R.50	1		2 1or2	
R.51	2		2 1or2	

	B22orB55-see app. 39	C23orC58-see app. 39	PO8	
R.52	3		4	4
R.53	1		4 2or3	
R.54	1		3	4
R.55	2		3	4
R.56	1		3	4
R.57	2		2 1or2	
R.58	2		2 1or2	
R.59	1		2 1or2	
R.60	3		3	4
R.61	4		4 1or2	
R.62	1		2 1or2	
R.63	2		2 1or2	
R.64	2		2 1or2	
R.65	1		3	4
R.66	1		3	4
R.67	3		3	4
R.68	1		5 2or3	
R.69	2		3	4
R.70	2		3	4
R.71	4		4 1or2	
R.72	2		4 2or3	
R.73	2		3	4
R.74	2		2 1or2	
R.75	2		2 1or2	
R.76	3		3	4
R.77	1		3	4
R.78	1		5 2or3	
R.79	1		1 1or2	
R.80	1		3	4
R.81	2		4 2or3	
R.82	2		4 2or3	
R.83	2		3	4
R.84	2		4 2or3	
R.85	1		4 2or3	
R.86	1		5 2or3	
R.87	1		2 1or2	
R.88	1		5 2or3	
R.89	2		2 1or2	
R.90	4		5 1or2	
R.91	3		3	4
R.92	1		2 1or2	
R.93	1		1 1or2	

PO8  
1or2=35/93=38%  
2or3=24/93=26%  
4=34/93=36%

	B57-see app. 39	C60-see app. 39	PO9	
R.1	4or5	3or4or5		4
R.2	4or5		3	4
R.3	3or4or5	3or4or5		4
R.4	4or5	1or2	2or3	
R.5	4or5		3	4
R.6	4or5	1or2	2or3	
R.7	3or4or5		3	4
R.8	4or5	3or4or5		4
R.9	4or5	1or2	2or3	
R.10	4or5	3or4or5		4
R.11	4or5	1or2	2or3	
R.12	1or2	1or2	1or2	
R.13	4or5	1or2	2or3	
R.14	4or5	3or4or5		4
R.15	4or5	1or2	2or3	
R.16	4or5	3or4or5		4
R.17	4or5	3or4or5		4
R.18	4or5		3	4
R.19	4or5		3	4
R.20	4or5	1or2	2or3	
R.21	4or5	4or5	1or2	
R.22	3or4or5	1or2		4
R.23	4or5	3or4or5		4
R.24	4or5	1or2	2or3	
R.25	4or5	3or4or5		4
R.26	4or5	4or5	1or2	
R.27	4or5	1or2	2or3	
R.28	4or5		3	4
R.29	4or5	1or2	2or3	
R.30	4or5	4or5	1or2	
R.31	1or2	1or2	1or2	
R.32	4or5	1or2	2or3	
R.33	4or5		3	4
R.34	4or5	4or5	1or2	
R.35	4or5		3	4
R.36	4or5		3	4
R.37	4or5		3	4
R.38	4or5	1or2	2or3	
R.39	4or5	4or5	1or2	
R.40	3or4or5	4or5		4
R.41	4or5	3or4or5		4
R.42	4or5		3	4
R.43	3or4or5	3or4or5		4
R.44	3or4or5		3	4
R.45	4or5	3or4or5		4
R.46	3or4or5	1or2		4
R.47	4or5		3	4
R.48	4or5	1or2	2or3	
R.49	4or5	3or4or5		4

	B57-see app. 39	C60-see app. 39	PO9	
R.50	4or5	3or4or5		4
R.51	4or5	4or5	1or2	
R.52	3or4or5	1or2		4
R.53	4or5	4or5	1or2	
R.54	4or5	1or2	2or3	
R.55	4or5	1or2	2or3	
R.56	4or5		3	4
R.57	4or5	4or5	1or2	
R.58	3or4or5	3or4or5		4
R.59	4or5	3or4or5		4
R.60	3or4or5		3	4
R.61	4or5	4or5	1or2	
R.62	4or5	3or4or5		4
R.63	3or4or5	4or5		4
R.64	4or5	3or4or5		4
R.65	4or5		3	4
R.66	4or5	1or2	2or3	
R.67		3	3	4
R.68	4or5	1or2	2or3	
R.69	3or4or5	3or4or5		4
R.70	4or5		3	4
R.71	4or5	1or2	2or3	
R.72	4or5	1or2	2or3	
R.73	3or4or5	3or4or5		4
R.74	3or4or5	3or4or5		4
R.75	4or5	3or4or5		4
R.76		3 3or4or5		4
R.77	4or5		3	4
R.78	4or5	1or2	2or3	
R.79	4or5	4or5	1or2	
R.80	3or4or5		3	4
R.81	4or5	4or5	1or2	
R.82	4or5	4or5	1or2	
R.83	4or5	1or2	2or3	
R.84	4or5	1or2	2or3	
R.85	4or5	1or2	2or3	
R.86	4or5	1or2	2or3	
R.87	4or5	4or5	1or2	
R.88	4or5	1or2	2or3	
R.89	4or5	4or5	1or2	
R.90	4or5	1or2	2or3	
R.91	3or4or5	3or4or5		4
R.92	4or5	3or4or5		4
R.93	4or5	3or4or5		4
			PO9	
			1or2=16/93=17%	
			2or3=26/93=28%	
			4=51/93=55%	

	B24	C25	PO10		B26	C27	PO11		B28	C29	PO12	
R.1	1	1	1or2		1	2	1or2		2	2	1or2	
R.2	5	5	1or2		1	5	2or3		1	4	2or3	
R.3	2	2	1or2		3	3		4	4	3		4
R.4	1	5	2or3		2	4	2or3		1	5	2or3	
R.5	1	4	2or3		1	4	2or3		1	4	2or3	
R.6	1	5	2or3		1	5	2or3		1	5	2or3	
R.7	1	4	2or3		2	4	2or3		2	4	2or3	
R.8	1	3		4	1	4	2or3		1	3		4
R.9	1	5	2or3		1	5	2or3		1	5	2or3	
R.10	1	3		4	2	2	1or2		1	2	1or2	
R.11	1	4	2or3		1	4	2or3		1	5	2or3	
R.12	2	2	1or2		2	4	2or3			4		4
R.13	2	3		4	2	2	1or2		1	1	1or2	
R.14	1	1	1or2		1	1	1or2		1	1	1or2	
R.15	1	4	2or3		1	4	2or3		1	4	2or3	
R.16	1	4	2or3		1	4	2or3		1	2	1or2	
R.17	1	2	1or2		1	4	2or3		1	2	1or2	
R.18	2	4	2or3		2	5	2or3		2	4	2or3	
R.19	1	4	2or3		1	4	2or3		2	4	2or3	
R.20	1	5	2or3		1	5	2or3		1	5	2or3	
R.21	2	2	1or2		2	4	2or3		2	4	2or3	
R.22	1	4	2or3		1	5	2or3		1	4	2or3	
R.23	2	3		4	2	3		4	2	3		4
R.24	1	4	2or3		2	3		4	1	2	1or2	
R.25	2	2	1or2		2	2	1or2		2	2	1or2	
R.26	2	4	2or3		2	4	2or3		2	4	2or3	
R.27	2	4	2or3		2	4	2or3		2	4	2or3	
R.28	2	5	2or3		2	5	2or3		2	4	2or3	
R.29	2	4	2or3		2	5	2or3		2	4	2or3	
R.30	2	4	2or3		2	3		4	2	2	1or2	
R.31	2	3		4	2	3		4	2	2	1or2	
R.32	1	5	2or3		1	5	2or3		1	4	2or3	
R.33	2	4	2or3		2	4	2or3		2	4	2or3	
R.34	2	2	1or2		2	2	1or2		2	2	1or2	
R.35	2	3		4	2	2	1or2		2	2	1or2	
R.36	2	4	2or3		2	4	2or3		2	4	2or3	
R.37	1	5	2or3		2	4	2or3		2	4	2or3	
R.38	1	5	2or3		1	5	2or3		1	5	2or3	
R.39	1	5	2or3		2	5	2or3		1	5	2or3	
R.40	1	3		4	1	3		4	1	3		4
R.41	2	2	1or2		1	2	1or2		2	2	1or2	
R.42	1	4	2or3		1	2	1or2		1	4	2or3	
R.43	2	2	1or2		2	2	1or2		2	2	1or2	
R.44	2	3		4	3	3		4	2	3		4
R.45	2	4	2or3		2	4	2or3		2	4	2or3	
R.46	1	5	2or3		1	5	2or3		1	5	2or3	
R.47	1	4	2or3		1	4	2or3		1	3		4
R.48	2	4	2or3		2	5	2or3		2	4	2or3	
R.49	1	4	2or3		1	4	2or3		1	4	2or3	



	B24	C25	PO10		B26	C27	PO11		B28	C29	PO12	
R.50	1	4	2or3		1	2	1or2		1	2	1or2	
R.51	2	4	2or3		2	4	2or3		2	4	2or3	
R.52	1	4	2or3		1	4	2or3		2	2	1or2	
R.53	2	4	2or3		1	2	1or2		2	2	1or2	
R.54	2	3		4	2	4	2or3		2	4	2or3	
R.55	2	3		4	2	4	2or3		1	4	2or3	
R.56	1	1	1or2		1	3		4	1	2	1or2	
R.57	2	2	1or2		2	2	1or2		2	2	1or2	
R.58	2	2	1or2		2	2	1or2		2	2	1or2	
R.59	2	2	1or2		2	2	1or2		2	3		4
R.60	2	3		4	2	3		4	3	3		4
R.61	2	2	1or2		2	2	1or2		2	2	1or2	
R.62	2	2	1or2		2	4	2or3		2	2	1or2	
R.63	1	2	1or2		1	2	1or2		1	2	1or2	
R.64	1	1	1or2		1	1	1or2		1	1	1or2	
R.65	1	5	2or3		2	5	2or3		2	5	2or3	
R.66	1	5	2or3		2	3		4	1	5	2or3	
R.67	2	3		4	2	3		4	2	3		4
R.68	1	5	2or3		2	5	2or3		1	4	2or3	
R.69	1	3		4	1	4	2or3		2	3		4
R.70	1	3		4	2	3		4	2	3		4
R.71	1	2	1or2		3	4		4	2	1	1or2	
R.72	2	4	2or3		2	3		4	1	3		4
R.73	2	2	1or2		2	3		4	2	3		4
R.74	2	3		4	2	3		4	2	3		4
R.75	2	2	1or2		2	2	1or2		2	2	1or2	
R.76	2	2	1or2		2	3		4	3	2		4
R.77	2	4	2or3		3	4		4	3	4		4
R.78	1	5	2or3		1	5	2or3		1	5	2or3	
R.79	2	2	1or2		2	2	1or2		2	2	1or2	
R.80	1	4	2or3		1	4	2or3		1	4	2or3	
R.81	1	1	1or2		2	3		4	1	1	1or2	
R.82	2	4	2or3		2	4	2or3		2	4	2or3	
R.83	2	4	2or3		2	4	2or3		2	4	2or3	
R.84	2	4	2or3		2	4	2or3		2	4	2or3	
R.85	2	4	2or3		1	4	2or3		2	4	2or3	
R.86	1	5	2or3		1	5	2or3		1	5	2or3	
R.87	2	4	2or3		2	4	2or3		2	2	1or2	
R.88	1	5	2or3		2	5	2or3		1	5	2or3	
R.89	1	4	2or3		1	4	2or3		1	4	2or3	
R.90	1	5	2or3		1	5	2or3		1	5	2or3	
R.91	2	3		4	1	4	2or3		2	4	2or3	
R.92	1	2	1or2		1	2	1or2		2	1	1or2	
R.93	1	1	1or2		1	1	1or2		1	1	1or2	

			PO10				PO11				PO12	
			1or2=27/93=29%				1or2=22/93=24%				1or2=31/93=33%	
			2or3=50/93=54%				2or3=52/93=56%				2or3=45/93=49%	
			4=16/93=17%				4=19/93=20%				4=17/93=18%	

	B30	C31	PO13		B32	C33	PO14		B34	NC1	PO15
R.1	2	2	1or2		1	2	1or2		2	4 or 5	2or3
R.2	2	4	2or3		1	4	2or3		2	4 or 5	2or3
R.3	3	2		4	2	2	1or2		2	4 or 5	2or3
R.4	2	5	2or3		2	4	2or3		1	4 or 5	2or3
R.5	1	4	2or3		1	5	2or3		1	4 or 5	2or3
R.6	1	5	2or3		2	5	2or3		1	4 or 5	2or3
R.7	2	4	2or3		2	4	2or3		2	4 or 5	2or3
R.8	2	3		4	1	3		4	1	4 or 5	2or3
R.9	1	5	2or3		1	5	2or3		1	4 or 5	2or3
R.10	1	1	1or2		1	2	1or2		1	4 or 5	2or3
R.11	1	5	2or3		1	5	2or3		1	4 or 5	2or3
R.12	2	4	2or3		2	4	2or3		2	4 or 5	2or3
R.13	1	2	1or2		2	2	1or2		2	4 or 5	2or3
R.14	2	2	1or2		1	1	1or2		1	4 or 5	2or3
R.15	1	4	2or3		1	4	2or3		1	4 or 5	2or3
R.16	1	2	1or2		1	2	1or2		1	4 or 5	2or3
R.17	1	4	2or3		2	2	1or2		1	4 or 5	2or3
R.18	2	5	2or3		1	4	2or3		2	4 or 5	2or3
R.19	1	4	2or3		2	4	2or3		2	4 or 5	2or3
R.20	1	4	2or3		1	4	2or3		1	4 or 5	2or3
R.21	2	2	1or2		2	2	1or2		2	4 or 5	2or3
R.22	1	5	2or3		2	5	2or3		2	4 or 5	2or3
R.23	2	2	1or2		2	3		4	2	4 or 5	2or3
R.24	2	2	1or2		1	4	2or3		4	4 or 5	1or2
R.25	2	2	1or2		2	2	1or2		2	4 or 5	2or3
R.26	2	4	2or3		2	4	2or3		2	4 or 5	2or3
R.27	2	4	2or3		2	4	2or3		2	4 or 5	2or3
R.28	3	5		4	1	5	2or3		2	4 or 5	2or3
R.29	1	4	2or3		2	4	2or3		2	4 or 5	2or3
R.30	2	2	1or2		2	4	2or3		2	4 or 5	2or3
R.31	2	4	2or3		2	4	2or3		2	4 or 5	2or3
R.32	2	3		4	2	3		4	1	4 or 5	2or3
R.33	2	4	2or3		2	4	2or3		2	4 or 5	2or3
R.34	2	2	1or2		2	2	1or2		2	4 or 5	2or3
R.35	2	2	1or2		1	3		4	2	4 or 5	2or3
R.36	2	4	2or3		2	4	2or3		2	4 or 5	2or3
R.37	2	4	2or3		2	5	2or3		2	4 or 5	2or3
R.38	1	5	2or3		1	5	2or3		1	4 or 5	2or3
R.39	2	5	2or3		2	5	2or3		2	4 or 5	2or3
R.40	1	2	1or2		1	3		4	1	4 or 5	2or3
R.41	1	1	1or2			3		4	2	4 or 5	2or3
R.42	1	3		4	1	5	2or3		1	4 or 5	2or3
R.43	2	1	1or2		1	1	1or2		1	4 or 5	2or3
R.44	2	2	1or2		2	2	1or2		3	4 or 5	
R.45	1	3		4	1	4	2or3		1	4 or 5	2or3
R.46	1	5	2or3		1	5	2or3		1	4 or 5	2or3
R.47	1	4	2or3		1	5	2or3		1	4 or 5	2or3
R.48	2	4	2or3		2	5	2or3		2	4 or 5	2or3
R.49	1	2	1or2		1	2	1or2		1	4 or 5	2or3

4

	B30	C31	PO13		B32	C33	PO14		B34	NC1	PO15	
R.50	1	2	1or2		1	2	1or2		1	4 or 5	2or3	
R.51	1	4	2or3		2	2	1or2		1	4 or 5	2or3	
R.52	1	4	2or3		1	4	2or3		1	4 or 5	2or3	
R.53	1	2	1or2		1	2	1or2		2	4 or 5	2or3	
R.54	2	4	2or3		2	4	2or3		2	4 or 5	2or3	
R.55	2	4	2or3		2	4	2or3		1	4 or 5	2or3	
R.56	1	2	1or2		1	2	1or2		1	4 or 5	2or3	
R.57	2	2	1or2		2	3		4	4	4 or 5	1or2	
R.58	1	2	1or2		2	2	1or2		2	4 or 5	2or3	
R.59	1	2	1or2		1	2	1or2		1	4 or 5	2or3	
R.60	3	3		4	1	2	1or2		3	4 or 5		4
R.61	2	2	1or2		2	2	1or2		2	4 or 5	2or3	
R.62	1	1	1or2		2	2	1or2		2	4 or 5	2or3	
R.63	1	1	1or2		1	2	1or2		1	4 or 5	2or3	
R.64	1	1	1or2		1	1	1or2		1	4 or 5	2or3	
R.65	1	4	2or3		1	4	2or3		1	4 or 5	2or3	
R.66	1	4	2or3		1	1	1or2		1	4 or 5	2or3	
R.67	2	3		4	2	3		4	2	4 or 5	2or3	
R.68	2	4	2or3		2	3		4	2	4 or 5	2or3	
R.69	1	2	1or2		2	2	1or2		2	4 or 5	2or3	
R.70	3	3		4	3	3		4	2	4 or 5	2or3	
R.71	1	1	1or2		1	1	1or2		1	4 or 5	2or3	
R.72	2	3		4	2			4	2	4 or 5	2or3	
R.73	2	2	1or2		2	2	1or2		2	4 or 5	2or3	
R.74	1	2	1or2		2	3		4	2	4 or 5	2or3	
R.75	2	2	1or2		2	1	1or2		2	4 or 5	2or3	
R.76	2	2	1or2		2	2	1or2		2	4 or 5	2or3	
R.77	2	1	1or2		1	2	1or2		2	4 or 5	2or3	
R.78	1	3		4	1	4	2or3		1	4 or 5	2or3	
R.79	2	2	1or2		2	2	1or2		2	4 or 5	2or3	
R.80	1	4	2or3		1	4	2or3		1	4 or 5	2or3	
R.81	1	1	1or2		1	1	1or2		3	4 or 5		4
R.82	2	2	1or2		2	2	1or2		2	4 or 5	2or3	
R.83	2	2	1or2		2	3		4	2	4 or 5	2or3	
R.84	2	4	2or3		2	4	2or3		2	4 or 5	2or3	
R.85	2	4	2or3		1	4	2or3		1	4 or 5	2or3	
R.86	1	4	2or3		1	4	2or3		2	4 or 5	2or3	
R.87	2	2	1or2		2	4	2or3		2	4 or 5	2or3	
R.88	1	5	2or3		1	5	2or3		1	4 or 5	2or3	
R.89	1	4	2or3		1	4	2or3		1	4 or 5	2or3	
R.90	1	4	2or3		1	5	2or3		1	4 or 5	2or3	
R.91	1	4	2or3		2	4	2or3		2	4 or 5	2or3	
R.92	1	1	1or2		1	1	1or2		1	4 or 5	2or3	
R.93	1	1	1or2		1	1	1or2		1	4 or 5	2or3	
			PO13				PO14				PO15	
			1or2=41/93=44%				1or2=36/93=39%				1or2=2/93=2%	
			2or3=41/93=44%				2or3=44/93=47%				2or3=88/93=95%	
			4=11/93=12%				4=13/93=14%				4=3/93=3%	

	B35	C36	PO16		B37	C38	PO17		B39	NC2	PO18
R.1	2	1	1or2		1	2	1or2		1	5	2or3
R.2	2	2	1or2		1	3		4	1	5	2or3
R.3	1	2	1or2		2	2	1or2		2	5	2or3
R.4	2	5	2or3		1	5	2or3		2	5	2or3
R.5	1	4	2or3		1	4	2or3		1	5	2or3
R.6	1	5	2or3		1	5	2or3		1	5	2or3
R.7	2	3		4	1	3		4	2	5	2or3
R.8	1	2	1or2		2	2	1or2		2	5	2or3
R.9	1	5	2or3		1	5	2or3		1	5	2or3
R.10	1	1	1or2		1	2	1or2		1	5	2or3
R.11	1	4	2or3		1	5	2or3		1	5	2or3
R.12	2	4	2or3		2	2	1or2		2	5	2or3
R.13	1	2	1or2		1	2	1or2		1	5	2or3
R.14	1	1	1or2		1	1	1or2		1	5	2or3
R.15	1	4	2or3		1	4	2or3			5	
R.16	1	1	1or2		1	3		4	1	5	2or3
R.17	1	1	1or2		1	1	1or2		1	5	2or3
R.18	2	4	2or3		2	4	2or3		2	5	2or3
R.19	1	4	2or3		1	3		4	2	5	2or3
R.20	1	4	2or3		1	4	2or3		1	5	2or3
R.21	2	2	1or2		2	4	2or3		2	5	2or3
R.22	1	4	2or3		1	4	2or3		1	5	2or3
R.23	2	2	1or2		1	3		4	1	5	2or3
R.24	1	2	1or2		1	2	1or2		1	5	2or3
R.25	2	2	1or2		2	2	1or2		2	5	2or3
R.26	2	4	2or3		2	4	2or3		2	5	2or3
R.27	2	4	2or3		2	4	2or3		2	5	2or3
R.28	1	3		4	1	5	2or3		2	5	2or3
R.29	2	4	2or3		1	4	2or3		1	5	2or3
R.30	1	2	1or2		1	2	1or2		1	5	2or3
R.31	2	3		4	2	3		4	2	5	2or3
R.32	1	3		4	1	4	2or3		1	5	2or3
R.33	2	4	2or3		2	3		4	2	5	2or3
R.34	2	2	1or2		2	2	1or2		1	5	2or3
R.35	2	2	1or2		2	3		4	2	5	2or3
R.36	2	2	1or2		2	3		4	2	5	2or3
R.37	2	4	2or3		1	4	2or3		1	5	2or3
R.38	1	5	2or3		1			4	1	5	2or3
R.39	1	5	2or3		1	5	2or3		1	5	2or3
R.40	1	2	1or2		1	2	1or2		1	5	2or3
R.41	2	2	1or2		1	3		4	2	5	2or3
R.42	1	2	1or2			4		4	2	5	2or3
R.43	1	1	1or2		1	1	1or2		1	5	2or3
R.44	1	2	1or2		2	3		4	2	5	2or3
R.45	1	3		4	1	3		4	1	5	2or3
R.46	1	5	2or3		1	5	2or3		1	5	2or3
R.47	1	3		4	1	3		4	1	5	2or3
R.48	2	4	2or3		2	4	2or3		2	5	2or3
R.49	1	2	1or2		1	2	1or2		1	5	2or3

4

	B35	C36	PO16		B37	C38	PO17		B39	NC2	PO18	
R.50	1	2	1or2		1	2	1or2		1	5	2or3	
R.51	1	2	1or2		1	3		4	1	5	2or3	
R.52	1	4	2or3		1	4	2or3		1	5	2or3	
R.53	1	2	1or2		2	3		4	1	5	2or3	
R.54	1	3		4	2	4	2or3		2	5	2or3	
R.55	1	3		4	1	5	2or3		2	5	2or3	
R.56	1	2	1or2		1	3		4	1	5	2or3	
R.57	2	2	1or2		2	3		4	2	5	2or3	
R.58	2	2	1or2		1	2	1or2		3	5		4
R.59	1	2	1or2		1	2	1or2		1	5	2or3	
R.60	1	2	1or2		1	2	1or2		2	5	2or3	
R.61	1	2	1or2		2	2	1or2		2	5	2or3	
R.62	1	1	1or2		1	2	1or2		2	5	2or3	
R.63	1	1	1or2		2	1	1or2		2	5	2or3	
R.64	1	1	1or2		1	1	1or2		1	5	2or3	
R.65	1	2	1or2		1	3		4	1	5	2or3	
R.66	1	4	2or3		1	5	2or3		1	5	2or3	
R.67	3	2		4	2	2	1or2		2	5	2or3	
R.68	1	3		4	1	3		4	1	5	2or3	
R.69	2	2	1or2		2	1	1or2		2	5	2or3	
R.70	1	2	1or2		1	2	1or2		2	5	2or3	
R.71	1	1	1or2		1	1	1or2		2	5	2or3	
R.72	1	4	2or3		1	5	2or3		1	5	2or3	
R.73	2	3		4	2	3		4	2	5	2or3	
R.74	2	3		4	2	3		4	2	5	2or3	
R.75	1	1	1or2		2	1	1or2		1	5	2or3	
R.76	2	2	1or2		2	2	1or2		3	5		4
R.77	1	1	1or2		2	3		4	3	5		4
R.78	1	2	1or2		2	3		4	3	5		4
R.79	2	2	1or2		2	2	1or2		2	5	2or3	
R.80	1	3		4	1	3		4	1	5	2or3	
R.81	1	1	1or2		1	1	1or2		1	5	2or3	
R.82	2	4	2or3		2	4	2or3		2	5	2or3	
R.83	3	3		4	2	2	1or2		2	5	2or3	
R.84	2	4	2or3		2	4	2or3		2	5	2or3	
R.85	1	4	2or3		1	5	2or3		1	5	2or3	
R.86	1	5	2or3		2	5	2or3		1	5	2or3	
R.87	2	4	2or3		2	4	2or3		1	5	2or3	
R.88	1	4	2or3		1	4	2or3		2	5	2or3	
R.89	1	2	1or2		1	3		4	1	5	2or3	
R.90	1	5	2or3		1	5	2or3		1	5	2or3	
R.91	1	3		4	1	3		4	1	5	2or3	
R.92	1	1	1or2		1	3		4	2	5	2or3	
R.93	1	1	1or2		1	1	1or2		1	5	2or3	
			PO16				PO17				PO18	
			1or2=48/93=52%				1or2=33/93=36%				2or3=88/93=95%	
			2or3=30/93=32%				2or3=31/93=33%				4=5/93=5%	
			4=15/93=16%				4=29/93=31%					

	B40	NC3	PO19		B41	C42	PO20		B44	C45	PO21	
R.1	1	5	2or3		1	1	1or2		1	3		4
R.2		5		4	2	4	2or3		2	5	2or3	
R.3	5	5	1or2		2	2	1or2		5	5	1or2	
R.4	2	5	2or3		2	5	2or3		1	5	2or3	
R.5	1	5	2or3		1	4	2or3		1	4	2or3	
R.6	1	5	2or3		1	5	2or3		2	5	2or3	
R.7	3	5		4	1	2	1or2		1	1	1or2	
R.8	2	5	2or3		2	2	1or2		3	4		4
R.9	1	5	2or3		1	5	2or3		1	5	2or3	
R.10	4	5	1or2		1	1	1or2		2	5	2or3	
R.11		5		4	1			4				4
R.12	4	5	1or2		1	2	1or2		2	2	1or2	
R.13	3	5		4	1	3		4	2	3		4
R.14	1	5	2or3		1	4	2or3		1	4	2or3	
R.15	1	5	2or3		1	4	2or3		1	5	2or3	
R.16	3	5		4	1	1	1or2		2	2	1or2	
R.17	1	5	2or3		1	5	2or3		1	5	2or3	
R.18	2	5	2or3		2	4	2or3		4	5	1or2	
R.19	2	5	2or3		1	4	2or3		4	4	1or2	
R.20	5	5	1or2		1	5	2or3		2	5	2or3	
R.21	2	5	2or3		2	4	2or3		2	5	2or3	
R.22	4	5	1or2		1	4	2or3		1	5	2or3	
R.23	1	5	2or3		1	2	1or2		2	5	2or3	
R.24	1	5	2or3		1	4	2or3		1	4	2or3	
R.25	1	5	2or3		2	4	2or3		4	4	1or2	
R.26	2	5	2or3		2	4	2or3		2	4	2or3	
R.27		5		4	2	4	2or3			4		4
R.28	3	5		4	1	5	2or3		4	5	1or2	
R.29	2	5	2or3		1	4	2or3		3	4		4
R.30	2	5	2or3		1	4	2or3		4	5	1or2	
R.31	3	5		4	2	4	2or3		2	4	2or3	
R.32	1	5	2or3		1	3		4	2	5	2or3	
R.33	2	5	2or3		2	4	2or3		3	5		4
R.34	4	5	1or2		1	1	1or2		2	2	1or2	
R.35		5		4	2	3		4				4
R.36	2	5	2or3		2	4	2or3		2	4	2or3	
R.37	2	5	2or3		1	4	2or3		1	5	2or3	
R.38	1	5	2or3		1	5	2or3		5	5	1or2	
R.39	5	5	1or2		1	5	2or3		1	5	2or3	
R.40	4	5	1or2		1	4	2or3		1	4	2or3	
R.41	2	5	2or3		1	2	1or2		1	2	1or2	
R.42	2	5	2or3		1	3		4	3	3		4
R.43		5		4	1	1	1or2		2	2	1or2	
R.44	3	5		4	2	3		4	1	5	2or3	
R.45	2	5	2or3		1	3		4	4	5	1or2	
R.46	1	5	2or3		1	4	2or3		1	5	2or3	
R.47	2	5	2or3		1	5	2or3		1	5	2or3	
R.48	3	5		4	1	4	2or3		2	5	2or3	
R.49	3	5		4	1	5	2or3		3	5		4

	B40	NC3	PO19		B41	C42	PO20		B44	C45	PO21	
R.50	1	5	2or3		1	5	2or3		1	5	2or3	
R.51	3	5		4	1	5	2or3		1	5	2or3	
R.52	4	5	1or2		1	4	2or3		2	5	2or3	
R.53	2	5	2or3		3	2		4	3	2		4
R.54	5	5	1or2		1	4	2or3		3	5		4
R.55	5	5	1or2		2	4	2or3		3	5		4
R.56	2	5	2or3		1	3		4	1	3		4
R.57	3	5		4	2	2	1or2		2	3		4
R.58	3	5		4	1	3		4	2	3		4
R.59	2	5	2or3		1	1	1or2		3	3		4
R.60	1	5	2or3		1	2	1or2		2	4	2or3	
R.61	2	5	2or3		2	2	1or2		3	2		4
R.62	2	5	2or3		2	4	2or3		4	4	1or2	
R.63	1	5	2or3		1	4	2or3		1	4	2or3	
R.64	2	5	2or3		1	1	1or2		2	5	2or3	
R.65	4	5	1or2		2	5	2or3		5	5	1or2	
R.66	5	5	1or2		1	3		4	1	1	1or2	
R.67	2	5	2or3		2	4	2or3		2	3		4
R.68	2	5	2or3		1	4	2or3		2	4	2or3	
R.69	1	5	2or3		2	5	2or3		2	5	2or3	
R.70	4	5	1or2		2	2	1or2		3	3		4
R.71	3	5		4	1	5	2or3		2	5	2or3	
R.72	2	5	2or3		2	4	2or3		2	5	2or3	
R.73	2	5	2or3		2	3		4	2	4	2or3	
R.74	2	5	2or3		2	4	2or3		3	4		4
R.75	3	5		4	2	2	1or2		3	3		4
R.76	2	5	2or3		2	4	2or3		3	4		4
R.77	5	5	1or2		1	3		4	2	1	1or2	
R.78	2	5	2or3		2	5	2or3		4	5	1or2	
R.79	2	5	2or3		1	2	1or2		2	4	2or3	
R.80	3	5		4	1	1	1or2		3	3		4
R.81	2	5	2or3		1	4	2or3		1	4	2or3	
R.82	2	5	2or3		1	4	2or3		2	4	2or3	
R.83	3	5		4	2	3		4	2	5	2or3	
R.84	4	5	1or2		2	4	2or3		3	4		4
R.85	4	5	1or2		1	4	2or3		1	4	2or3	
R.86	4	5	1or2		1	5	2or3		1	5	2or3	
R.87	2	5	2or3		1	2	1or2		2	4	2or3	
R.88	4	5	1or2		1	5	2or3		4	5	1or2	
R.89	3	5		4	1	5	2or3		2	5	2or3	
R.90	2	5	2or3		1	5	2or3		2	5	2or3	
R.91	3	5		4	2	4	2or3		3	4		4
R.92	2	5	2or3		2	4	2or3		2	4	2or3	
R.93	2	5	2or3		1	4	2or3		2	4	2or3	
			PO19				PO20				PO21	
			1or2=19/93=21%				1or2=21/93=23%				1or2=20/93=21%	
			2or3=52/93=56%				2or3=58/93=62%				2or3=47/93=51%	
			4=22/93=23%				4=14/93=15%				4=26/93=28%	

	B46	C47	PO22		B48	C49	PO23	
R.1	3	3		4	2	2	1or2	
R.2	2	5	2or3		1	4	2or3	
R.3	3	3		4	1	3		4
R.4	3	5		4	1	3		4
R.5	1	4	2or3		1	3		4
R.6	2	5	2or3		1	5	2or3	
R.7	3	2		4	2	3		4
R.8	3	3		4	2	2	1or2	
R.9	1	5	2or3		1	1	1or2	
R.10	2	1	1or2		1	3		4
R.11				4	1	5	2or3	
R.12	1	2	1or2		1	4	2or3	
R.13	3	3		4	1	3		4
R.14	1	4	2or3		1	1	1or2	
R.15	5	5	1or2		1	4	2or3	
R.16	2	2	1or2		1	3		4
R.17	5	5	1or2		1	5	2or3	
R.18	2	5	2or3		2	4	2or3	
R.19	2	4	2or3		1	5	2or3	
R.20	2	5	2or3		1	4	2or3	
R.21	4	4	1or2		2	4	2or3	
R.22	1	4	2or3		3	3		4
R.23	3	1		4	1	3		4
R.24	4	4	1or2		1	1	1or2	
R.25	2	4	2or3		2	2	1or2	
R.26	4	4	1or2		2	4	2or3	
R.27	4	4	1or2		2	4	2or3	
R.28	2	5	2or3		1	3		4
R.29	3	4		4	1	3		4
R.30	1	4	2or3		1	4	2or3	
R.31	5	5	1or2		2	4	2or3	
R.32	2	3		4	1	4	2or3	
R.33	3	4		4	1	3		4
R.34	4	5	1or2		2	3		4
R.35				4	2	3		4
R.36	2	4	2or3		2	4	2or3	
R.37	5	4	1or2		1	5	2or3	
R.38	1	5	2or3		1	5	2or3	
R.39	1	5	2or3		1	5	2or3	
R.40	4	4	1or2		1	4	2or3	
R.41	3	2		4	1	4	2or3	
R.42	3	3		4	1	3		4
R.43	4	5	1or2		1	2	1or2	
R.44	5	3		4	1	4	2or3	
R.45	3	3		4	1	5	2or3	
R.46	2	5	2or3		1	5	2or3	
R.47	1	5	2or3		1	4	2or3	
R.48	3	3		4	2	3		4
R.49	3	5		4	5	5	1or2	



	B46	C47	PO22		B48	C49	PO23	
R.50	3	5		4	1	3		4
R.51	1	5	2or3		1	1	1or2	
R.52	3			4	1	4	2or3	
R.53	3	4		4	2	3		4
R.54	2	4	2or3		1	4	2or3	
R.55	2	4	2or3		1	4	2or3	
R.56	1	3		4	1	3		4
R.57	3	3		4	2	3		4
R.58	3	3		4	2	3		4
R.59	2	3		4	1	3		4
R.60	2	3		4	1	3		4
R.61	2	3		4	2	2	1or2	
R.62	2	4	2or3		2	2	1or2	
R.63	4	4	1or2		1	3		4
R.64	2	3		4	1	3		4
R.65	1	5	2or3		1	5	2or3	
R.66	1	5	2or3		1	5	2or3	
R.67	2	4	2or3		2	3		4
R.68	2	4	2or3		1	3		4
R.69	2	5	2or3		1	3		4
R.70	3	3		4	2	3		4
R.71	1	5	2or3		1	3		4
R.72	2	4	2or3		2	5	2or3	
R.73	3	3		4	2	3		4
R.74	3	4		4	2	3		4
R.75	3	3		4	1	1	1or2	
R.76	3	4		4	1	3		4
R.77	1	5	2or3		1	3		4
R.78	2	5	2or3		1	3		4
R.79	2	2	1or2		1	2	1or2	
R.80	3	3		4	1	1	1or2	
R.81	2	4	2or3		1	1	1or2	
R.82	4			4	1	5	2or3	
R.83	2	3		4	2	3		4
R.84	3	4		4	2	4	2or3	
R.85	5	4	1or2		1	4	2or3	
R.86	4	4	1or2		1	5	2or3	
R.87	4	2	2or3		1	4	2or3	
R.88	2	5	2or3		2	3		4
R.89	2	5	2or3		1	1	1or2	
R.90	1	5	2or3		1	5	2or3	
R.91	3	4		4	2	3		4
R.92	4	4	1or2		2	3		4
R.93		4		4	1	4	2or3	
			PO22				PO23	
			1or2=19/93=20%				1or2=16/93=17%	
			2or3=35/93=38%				2or3=38/93=41%	
			4=39/93=42%				4=39/93=42%	

B50orB52-see  
app. 39

		NC4	PO24	
R.1	4	5	1or2	
R.2	1	5	2or3	
R.3	2	5	2or3	
R.4	2	5	2or3	
R.5	1	5	2or3	
R.6	1	5	2or3	
R.7	2	5	2or3	
R.8	2	5	2or3	
R.9	1	5	2or3	
R.10	5	5	1or2	
R.11	1	5	2or3	
R.12	2	5	2or3	
R.13	2	5	2or3	
R.14	3	5		4
R.15	1	5	2or3	
R.16	1	5	2or3	
R.17	1	5	2or3	
R.18	1	5	2or3	
R.19	2	5	2or3	
R.20	1	5	2or3	
R.21	2	5	2or3	
R.22	2	5	2or3	
R.23	2	5	2or3	
R.24	1	5	2or3	
R.25	2	5	2or3	
R.26	2	5	2or3	
R.27	2	5	2or3	
R.28	1	5	2or3	
R.29	1	5	2or3	
R.30	3	5		4
R.31	4	5	1or2	
R.32	2	5	2or3	
R.33	2	5	2or3	
R.34	2	5	2or3	
R.35	2	5	2or3	
R.36	1	5	2or3	
R.37	1	5	2or3	
R.38	1	5	2or3	
R.39	4	5	1or2	
R.40	1	5	2or3	
R.41	2	5	2or3	
R.42	1	5	2or3	
R.43	1	5	2or3	
R.44	4	5	1or2	
R.45	1	5	2or3	
R.46	1	5	2or3	
R.47	4	5	1or2	
R.48	2	5	2or3	
R.49	1	5	2or3	

	B50orB52-see app. 39	NC4	PO24	
R.50	1	5	2or3	
R.51	2	5	2or3	
R.52	2	5	2or3	
R.53	1	5	2or3	
R.54	2	5	2or3	
R.55	2	5	2or3	
R.56	1	5	2or3	
R.57	2	5	2or3	
R.58	1	5	2or3	
R.59	1	5	2or3	
R.60	2	5	2or3	
R.61	2	5	2or3	
R.62	2	5	2or3	
R.63	2	5	2or3	
R.64	4	5	1or2	
R.65	2	5	2or3	
R.66	1	5	2or3	
R.67	2	5	2or3	
R.68	2	5	2or3	
R.69	1	5	2or3	
R.70	2	5	2or3	
R.71	5	5	1or2	
R.72	2	5	2or3	
R.73	4	5	1or2	
R.74	1	5	2or3	
R.75	3	5		4
R.76	1	5	2or3	
R.77	1	5	2or3	
R.78	4	5	1or2	
R.79	2	5	2or3	
R.80	4	5	1or2	
R.81	4	5	1or2	
R.82	2	5	2or3	
R.83	2	5	2or3	
R.84	2	5	2or3	
R.85	1	5	2or3	
R.86	1	5	2or3	
R.87	1	5	2or3	
R.88	2	5	2or3	
R.89	1	5	2or3	
R.90	3	5		4
R.91	2	5	2or3	
R.92	2	5	2or3	
R.93	2	5	2or3	
			PO24	
			1or2=12/93=13%	
			2or3=77/93=83%	
			4=4/93=4%	

	B51orB53-see app. 39	NC5	PO25	
R.1	1	5	2or3	
R.2	5	5	1or2	
R.3	4	5	1or2	
R.4	4	5	1or2	
R.5	3	5		4
R.6	4	5	1or2	
R.7	4	5	1or2	
R.8	4	5	1or2	
R.9	4	5	1or2	
R.10	1	5	2or3	
R.11	4	5	1or2	
R.12	4	5	1or2	
R.13	4	5	1or2	
R.14	3	5		4
R.15	4	5	1or2	
R.16	4	5	1or2	
R.17	5	5	1or2	
R.18	5	5	1or2	
R.19	4	5	1or2	
R.20	4	5	1or2	
R.21	4	5	1or2	
R.22	5	5	1or2	
R.23	4	5	1or2	
R.24	4	5	1or2	
R.25	4	5	1or2	
R.26	4	5	1or2	
R.27	4	5	1or2	
R.28	4	5	1or2	
R.29	4	5	1or2	
R.30	4	5	1or2	
R.31	2	5	2or3	
R.32	4	5	1or2	
R.33	4	5	1or2	
R.34	4	5	1or2	
R.35	4	5	1or2	
R.36	4	5	1or2	
R.37	4	5	1or2	
R.38	4	5	1or2	
R.39	1	5	2or3	
R.40	4	5	1or2	
R.41	3	5		4
R.42	4	5	1or2	
R.43	4	5	1or2	
R.44	1	5	2or3	
R.45	5	5	1or2	
R.46	4	5	1or2	
R.47	1	5	2or3	
R.48	3	5		4
R.49	5	5	1or2	

	B51orB53-see app. 39	NC5	PO25	
R.50	3	5		4
R.51	5	5	1or2	
R.52	3	5		4
R.53	4	5	1or2	
R.54	4	5	1or2	
R.55	3	5		4
R.56	3	5		4
R.57	3	5		4
R.58	4	5	1or2	
R.59	4	5	1or2	
R.60	4	5	1or2	
R.61	4	5	1or2	
R.62	5	5	1or2	
R.63	4	5	1or2	
R.64	2	5	2or3	
R.65	4	5	1or2	
R.66	4	5	1or2	
R.67	3	5		4
R.68	3	5		4
R.69	4	5	1or2	
R.70	4	5	1or2	
R.71	1	5	2or3	
R.72	4	5	1or2	
R.73	2	5	2or3	
R.74	4	5	1or2	
R.75	5	5	1or2	
R.76	4	5	1or2	
R.77	4	5	1or2	
R.78	2	5	2or3	
R.79	4	5	1or2	
R.80	1	5	2or3	
R.81	1	5	2or3	
R.82	4	5	1or2	
R.83	4	5	1or2	
R.84	5	5	1or2	
R.85	4	5	1or2	
R.86	4	5	1or2	
R.87	4	5	1or2	
R.88	4	5	1or2	
R.89	4	5	1or2	
R.90	1	5	2or3	
R.91	4	5	1or2	
R.92	3	5		4
R.93	4	5	1or2	

PO25  
1or2=68/93=73%  
2or3=13/93=14%  
4=12/93=13%

	B54-see app. 39	NC6	PO26	
R.1	4or5	1	2or3	
R.2	4or5	1	2or3	
R.3	4or5	1	2or3	
R.4	4or5	1	2or3	
R.5	3or4or5	1		4
R.6	4or5	1	2or3	
R.7	4or5	1	2or3	
R.8	4or5	1	2or3	
R.9	4or5	1	2or3	
R.10	4or5	1	2or3	
R.11	4or5	1	2or3	
R.12	4or5	1	2or3	
R.13	4or5	1	2or3	
R.14		3	1	4
R.15	4or5	1	2or3	
R.16	4or5	1	2or3	
R.17	4or5	1	2or3	
R.18	4or5	1	2or3	
R.19	4or5	1	2or3	
R.20	4or5	1	2or3	
R.21	4or5	1	2or3	
R.22	4or5	1	2or3	
R.23	4or5	1	2or3	
R.24	4or5	1	2or3	
R.25	4or5	1	2or3	
R.26	4or5	1	2or3	
R.27	4or5	1	2or3	
R.28	4or5	1	2or3	
R.29	4or5	1	2or3	
R.30	1or2	1	1or2	
R.31	4or5	1	2or3	
R.32	4or5	1	2or3	
R.33	4or5	1	2or3	
R.34	4or5	1	2or3	
R.35	4or5	1	2or3	
R.36	4or5	1	2or3	
R.37	4or5	1	2or3	
R.38	4or5	1	2or3	
R.39	4or5	1	2or3	
R.40	4or5	1	2or3	
R.41	3or4or5	1		4
R.42	4or5	1	2or3	
R.43	4or5	1	2or3	
R.44	4or5	1	2or3	
R.45	4or5	1	2or3	
R.46	4or5	1	2or3	
R.47	4or5	1	2or3	
R.48	3or4or5	1		4
R.49	4or5	1	2or3	

	B54-see app. 39	NC6	PO26	
R.50	3or4or5	1		4
R.51	4or5	1	2or3	
R.52	3or4or5	1		4
R.53	4or5	1	2or3	
R.54	4or5	1	2or3	
R.55	3or4or5	1		4
R.56	3or4or5	1		4
R.57	3or4or5	1		4
R.58	4or5	1	2or3	
R.59	4or5	1	2or3	
R.60	4or5	1	2or3	
R.61	4or5	1	2or3	
R.62	4or5	1	2or3	
R.63	4or5	1	2or3	
R.64	4or5	1	2or3	
R.65	4or5	1	2or3	
R.66	4or5	1	2or3	
R.67	3or4or5	1		4
R.68	3or4or5	1		4
R.69	4or5	1	2or3	
R.70	4or5	1	2or3	
R.71	4or5	1	2or3	
R.72	4or5	1	2or3	
R.73	4or5	1	2or3	
R.74	4or5	1	2or3	
R.75	1or2	1	1or2	
R.76	4or5	1	2or3	
R.77	4or5	1	2or3	
R.78	4or5	1	2or3	
R.79	4or5	1	2or3	
R.80	4or5	1	2or3	
R.81	4or5	1	2or3	
R.82	4or5	1	2or3	
R.83	4or5	1	2or3	
R.84	4or5	1	2or3	
R.85	4or5	1	2or3	
R.86	4or5	1	2or3	
R.87	4or5	1	2or3	
R.88	4or5	1	2or3	
R.89	4or5	1	2or3	
R.90	3or4or5	1		4
R.91	4or5	1	2or3	
R.92	3or4or5	1		4
R.93	4or5	1	2or3	

PO26  
1or2=2/93=2%  
2or3=78/93=84%  
4=13/93=14%

The overall effect on the performance of the respondents was calculated in the following way:

PO=1or2=the performance of the respondents was enhanced or stayed the same=29(PO1) + 32(PO2) + 43(PO3) + 43(PO4) + 30(PO5) + 35(PO6) + 35(PO7) + 35(PO8) + 16(PO9) + 27(PO10) + 22(PO11) + 31(PO12) + 41(PO13) + 36(PO14) + 2(PO15) + 48(PO16) + 33(PO17) + 19(PO19) + 21(PO20) + 20(PO21) + 19(PO22) + 16(PO23) + 12(PO24) + 68(PO25) + 2(PO26) + 2(participation in the stages of appraisal forms completion/appraisal interviews/self-evaluation/PAS evaluation: PO15 due to relevance; see also chapter 7) + 34(participation in the stages of goals/feedback/measurement: average of PO1,PO2,PO3,PO4/PO10,PO11,PO12,PO13,PO14,PO16/PO5 due to relevance=382/11; see also chapter 7) =751

PO=2or3=the performance of the respondents stayed the same or was reduced=46(PO1) + 46(PO2) + 35(PO3) + 31(PO4) + 43(PO5) + 36(PO6) + 9(PO7) + 24(PO8) + 26(PO9) + 50(PO10) + 52(PO11) + 45(PO12) + 41(PO13) + 44(PO14) + 88(PO15) + 30(PO16) + 31(PO17) + 88(PO18) + 52(PO19) + 58(PO20) + 47(PO21) + 35(PO22) + 38(PO23) + 77(PO24) + 13(PO25) + 78(PO26) + 86(assessment methods-see chapter 7) + 86(assessment criteria under the rating scales method-see chapter 7) + 88(participation in the stages of appraisal forms completion/appraisal interviews/self-evaluation/PAS evaluation: PO15 due to relevance; see also chapter 7) + 43(participation in the stages of goals/feedback/measurement: average of PO1,PO2,PO3,PO4/PO10,PO11,PO12,PO13,PO14,PO16/PO5 due to relevance=463/11; see also chapter 7) =1466

PO=4=the effect on the performance of the respondents was uncertain=18(PO1) + 15(PO2) + 15(PO3) + 19(PO4) + 20(PO5) + 22(PO6) + 49(PO7) + 34(PO8) + 51(PO9) + 16(PO10) + 19(PO11) + 17(PO12) + 11(PO13) + 13(PO14) + 3(PO15) + 15(PO16) + 29(PO17) + 5(PO18) + 22(PO19) + 14(PO20) + 26(PO21) + 39(PO22) + 39(PO23) + 4(PO24) + 12(PO25) + 13(PO26) + 7(assessment methods-see chapter 7) + 7(assessment criteria under the rating scales method-see chapter 7) + 3(participation in the stages of appraisal forms completion/appraisal interviews/self-evaluation/PAS evaluation: PO15 due to relevance; see also chapter 7) + 16(participation in the stages of goals/feedback/measurement: average of PO1,PO2,PO3,PO4/PO10,PO11,PO12,PO13,PO14,PO16/PO5 due to relevance=178/11; see also chapter 7) =573

Total PO= 1or2 + 2or3 + 4= 751 + 1466 + 573= 2790 [93 respondents \* 30 performance outcomes=2790]

PO=1or2/Total PO: 751/2790=27%: the performance of 27% of the respondents was enhanced or stayed the same

PO=2or3/Total PO: 1466/2790=53%: the performance of 53% the respondents stayed the same or was reduced

PO=4/Total PO: 573/2790=20%: the effect on the performance of 20% of the respondents was uncertain