



ST. MARY'S UNIVERSIT

SCHOOL OF GRADUATE STUDIES

Masters of Human resource management

**PERFORMANCES APPRAISAL CHALLANGS AT MINISTRY OF
DEFENCE FORCE CIVIL STAFF ADMINISTRATIVE DEPARTMENT.**

By

SELAMU ERMSHO LASESO

JUN 11, 2024

ADDIS ABEBA, ETHIOPIA

**PERFORMANCE APPRAISAL CHALLENGES AT THE MINISTRY OF
DEFENCE FORCE CIVIL STAFF ADMINISTRATIVE DEPARTMENT.**

BY

SELAMU ERMSHO LASESO

**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL
OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF Masters of Human Resource
Management**

JUN 11, 2024

ADDIS ABEBA, ETHIOPIA

ST.MARY’S UNIVERSITY SCHOOL OF GRADUATE

STUDIES FACULTY OF BUSINESS

**PERFORMANCES APPRAISAL CHALLANGS AT MINISTRY OF
DEFENCE FORCE CIVIL STAFF ADMINISTRATIVE DEPARTMENT.**

By

SELAMU ERMSHO LASESO

APPROVED BY BOARD OF EXAMINE


Dean, Graduate Studies

Signature

Advisor

Signature

Taye Amogne (PhD)

 07/24/2024

External Examiner

Signature

Internal Examiner

Signature

DECLARATION

I, the undersigned, declare that this thesis is my original work; prepared under the guidance of assistance professor Mohammad Mohammad N All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree

Name

Signature& Date

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

Advisor

Signature & Date

ACKNOWLEDGMENTS

First of all, I would like to thank the almighty God, alpha and omega, origin of all life and owner of all knowledge and wisdom, who gave me guarantee of salvation and the opportunity and strength to pursue my graduate study. Many persons have kindly contributed towards completion of this thesis. I am highly indebted to all who showed up and extended their hands while I desperately needed. I am greatly thankful to my advisor assistance professor Mohammad Mohammad N all his guidance and advice throughout the process of this thesis work. My sincere thanks go to employees and management of MODFCSAD. I would like to thank all for their co-operation and sincerity in providing access to information and filling questionnaires. Finally, I am indebted to thank, for his optimism on me and facilitating opportunity for success in this journey. Also I owe thanks to all colleagues for their encouragement.

LIST OF ACRONYMS

MODFCSAD Ministry of defense force civil staff administrative department.

BARS Behaviorally Anchored Rating Scales

MBO Management by Objectives

PAS Performance Appraisal System

Contents of Table

DECLARATION	i
ENDORSEMENT	ii
ACKNOWLEDGMENTS	iii
LIST OF ACRONYMS	iv
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER ONE	1
1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 Reseach Questions	6
1.4 Objectives of the Study.....	6
1.4.1 General Objective	6
1.4.2 Specific Objectives	6
1.5 Significance of the Study.....	6
1.6 Limitations of the Study.....	7
1.7 Scope of the Study	7
1.8 Organization of the Study.....	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
Theoretical Literature.....	8
Performance Appraisal.....	8
2.2.1 Purpose of Performance Appraisal	8
2.2.2 Effective Performance Appraisal.....	10
2.2.3 Employee Perception HR.....	11
2.2.4 Ratters of Performance Appraisal.....	13
2.2.6 Performance Appraisal Methods (Techniques)	14

2.2.7 Modern Method	16
2.2.8 Time of Appraisal.	17
2.2.9 Empirical Review.....	18
2.3 Conceptual Framework.....	19
3 CHAPTER THREE	21
RESEARCH DESIGN AND METHODOLOGY	21
3.1 The Research Design and Approach	21
3.1.1 Sources of Data	21
3.2 Data Collection Procedures	22
3.3 Population and Sampling Technique.....	22
3.4 Data Analysis	22
CHAPTER FOUR.....	24
4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION	24
4.1 Respondents' General Profile	24
4.2 Performance Appraisal at MODFCSAD	24
4.3 Frequency of Performance Evaluation.....	25
4.4 Opportunity to Participate in Designing the Form.....	26
4.5 Access to See Performance Appraisal Result	27
4.6 Appealing to Higher Official if the Evaluation Result is Biased and Inaccurate	27
4.7 Timely Provision of Feedback by the Supervisor.....	28
4.8 Giving Similar Ratings to Subordinates in order to Avoid Resentment and Rivalry among Employees.....	28
4.9 Supporting Performance Appraisal with Specific Incidents of Good and Poor Performances	29
4.2 Clarity and Objectivity of the Criteria	30
4.2.1 Customization of Evaluation Criteria Based On Characteristics of the Job	30
4.2.2 Employees' Understanding of Benefits of Performance Appraisal	31
4.2.3 Employees' Perception of Performance Appraisal Process of MODFCSAD.	31
4.2.3 Purposes of Performance Appraisal.....	32
4.2.4 Who Conduct Performance appraisal?.....	33
4.2.5 Criteria of Performance Appraisal	35

4.2.6 Methods of Performance Appraisal	36
4.2.7 Result and Discussions	38
5 CHAPTER FIVE	41
5.1 SUMMARY, CONCLUSION AND RECOMMENDATION	41
5.1.1 Summary of Findings.....	41
5.1.2 Conclusions.....	42
5.1.3 Recommendations.....	43
5.1.4 REFERENCES	45
5.1.5 APPENDICES	47
5.1.6 APPENDIX A.....	47
Respondents' Age Category, Gender, Educational Background and Service Years	47
6 APPENDIX B	49
6.1 APPENDIX C	53
6.2 APPENDIX D	57
6.3 APPENDIX E Interview discussion questions with Human resource directorate.....	62

LIST OF TABLES

Table 1 Benefits of performance appraisal.....	10
Table 2 Summary of Questionnaire Distribution and Collection Rate.....	24
Table 3 Response on Preference of Frequency of Performance Appraisal.....	25
Table 4 Employees' Response is shown in the following.....	26
Table 5 Response on the Purpose for which Performance Evaluation Result	32
Table 6 Employees' Response on Who Evaluates their Performance.....	33
Table 7 Employees' Preference of Who Should Evaluate their Performance.....	34
Table 8 List of MODFCSAD Performance Evaluation Criteria.....	35
Table 9 Response on Performance Evaluation Method	36
Table 5 Performance Evaluation Challenges Prevailing in Challenges.....	37

ABSTRACT

This study assessed the performance appraisal challenges at the Ministry of defense force civil staff administrative department (MODFCSAD) in Addis Ababa, Ethiopia. The research design is descriptive statistics, mixed approach qualitative and quantitative questionnaires and unstructured interviews with managers and non-managers. The study found that performance appraisals are conducted biannually by immediate supervisors using a graphic rating scale. Employees generally receive feedback during the appraisal period, have access to their results, and can appeal biased evaluations. The criteria used for evaluation are perceived to be objective by a majority of employees. However, some employees expressed concerns about lack of clarity in the criteria and a disconnect between the criteria and the specific duties of their jobs. While some employees believe the current system is worthwhile, challenges were identified, including rater bias, lack of clear communication of expectations, and infrequent evaluations. The study recommends more frequent evaluations, increased rater training, and employee participation in designing evaluation criteria. Overall, the findings suggest that the MODFCSAD performance appraisal system has positive aspects but could benefit from improvements to enhance its effectiveness and fairness.

Key Words: Benefits, Employee, Performance, Appraisal, Challenges,

CHAPTER ONE

1 INTRODUCTION

1.1 Background of the Study

Performance Appraisal is the process of evaluating how well employees perform their jobs when compared to a set standard, and then communicating that information to those employees (Wayne, 2003:333). According to Dressler (2003:241) Performance appraisal means evaluating an employees' current or past performance relative to the person's performance standards. Also Ivancevich (2004:256) discussed Performance appraisal is the activity used to determine the extent to which an employee performs work effectively. And Neale (2004:16) said Performance appraisal is the review and discussion process which ensures employees receive feedback and assistance with their performance and development. From the given definition Performance appraisal is basically lined with individual difference in performing jobs and sorting out these differences among individuals for development assessment needs in the manpower resources and to make adjustment in the employee status. Performance Appraisal is being practiced in 90% of the organizations worldwide. The ministry of defense force civil staff administrative department has a performance appraisal system there are several challenges that remain to be addressed about performance appraisal. Concerns have been raised regarding the role, effectiveness and objectivity of performance appraisal. In Employees have observed that goal setting does not happen at the beginning of the year. Performance appraisal is primarily seen as an annual event, a form completed prior to the end of the fiscal year. The form is filed and, in most cases, will not be touched again until the next review the following year. The performance appraisal may or may not be referred to at the annual performance review. Therefore, the study will discuss the practice of performance appraisal system. The responsibility of reviewing individuals' performance and processing performance appraisal activities is vested with the Human Resource professionals who are working in Human Resource management department in all levels It is owned and driven by line management, Performance appraisal is one of the functions of Human Resource management. No matter where you work, how big or small your unit or how simple or complex the business model, effective performance management is a key requirement if you

have any number of employees According to the definition, performance management helps the organization to achieve its mission effectively and creates motivation among the members. The roles of human resource management in the organization are support the organizations business strategy, analyzing work and designing jobs, determining how many employees with specific knowledge and skills are needed, attracting potential employees, choosing employees, teaching employees how to perform their jobs and preparing them for the future, evaluating their performance, creating a positive work environment. If organizations manage properly all these practices, the organizations tend to be more innovative, have greater productivity, and develop a more favorable reputation in the community (Palaiologos,A., Papazekos,P and Panayotopoulou, L, 2011). In accordance with Bacal, R, 1999, The ultimate objective of performance appraisal is identifying, measuring, and managing individuals' performance in an organization and give feedback to employees who may improve their performance on job and also organizations or business firms' success. Additionally, information obtained during the performance management process can be used as a basis for personnel management, merit increment, termination, carrier planning and promotion, and layoff, succession planning, transfer, bonus, and criteria for selection procedure validation by using different management methods. This study focuses on the role of performance management system in Individuals' performance is measured by qualitative and quantitative methods of performance evaluation system. Therefore, understanding the practice of performance management system implemented by helps to identify the problem and provide alternative solutions. Performance management plays an important role in developing of capabilities that are necessary If effectiveness and efficiency is impaired, cannot meet its goals and objectives.

1.2 Statement of the Problem

The fact shows that due to the lack of sufficient knowledge and awareness on the role of performance appraisal. For instance, Individuals have got relatively the same score in the evaluation of performance. Leaders and supervisors do not record the day-to-day performance of individuals. They simply evaluate them once at half of the year or at the end of the fiscal year. Performance expectations, Lack of defined objectives, a lack of clear definitions No clear goal Similar to objectives, ambiguous goals cause confusion as to what the employee is expected to accomplish. Without specific goals the manager is also Not measuring core values/workplace behaviors Workplace performance and workplace behaviors are mutually exclusive. It is

certainly probable to have an employee who meets or exceeds performance goals while also not displaying behaviors that align with the company's core values. The reverse is true as well elevating employees who do not behave in a way that is reflective of the organizational values. Non-inclusive communication throughout the performance cycle often results in unproductive performance review discussions.

This list of challenges makes common communication failures. Undoubtedly prefer ongoing, frequent communication about performance with their managers as opposed to a formal discussion once or twice a year. In fact, when continuous feedback is embraced through monthly one-on-one check-ins Alignment meetings are when the manager discusses performance expectations at the beginning of the review cycle so there is no room for confusion for the employee or the manager. Failing to hold these discussions leaves ample room for misalignment and missing the intended targets. The Assessment A cumbersome performance review wastes time and likely does not produce the intended results. The most common pitfalls of performance assessments defined rating scale- Incorporating a rating scale that does not define terms, such as what a 1-star vs. a 5-star represents, results in employees not being evaluated fairly. If Manager A decides 5 stars is equivalent to meeting expectations but Manager B believes it means exceeding expectations, their respective employees will receive incongruent assessments, leading to confusion and misleading performance data. Limited viewpoints- Review software solutions that do not include peer, upward, or external feedback. Performance is a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting improved results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. Processes exist for establishing shared understanding about what is to be achieved, and for managing and developing people in a way that increases the probability that it will be achieved in the short and longer term. It is owned and driven by line management, Performance appraisal is one of the functions of Human Resource management. Performance expectations, Lack of defined objectives, a lack of clear definitions. Oftentimes, they are too Employees show up to the review discussion to find they have not met performance necessities that they were unaware of in the first place. No clear goal Similar to objectives, ambiguous goals cause confusion as to what the employee is expected to accomplish. Without specific goals the manager is also Not measuring

core values/workplace behaviors Workplace performance and workplace behaviors are mutually exclusive.

It is certainly probable to have an employee who meets or exceeds performance goals while also not displaying behaviors that align with the company's core values. The reverse is true as well elevating employees who do not behave in a way that is reflective of the organizational values. Non-inclusive communication throughout the performance cycle often results in unproductive performance review discussions. This list of challenges makes common communication failures. Undoubtedly prefer ongoing, frequent communication about performance with their managers as opposed to a formal discussion once or twice a year. In fact, when continuous feedback is embraced through monthly one-on-one check-ins, for example, employees view the rev Performance review discussions that function like a monologue and do not invite the employee to participate are at risk of myopic viewpoints. This approach may cause employees to believe they are not valued and that the review is something that happens to them, not for them Alignment meetings are when the manager discusses performance expectations at the beginning of the review cycle so there is no room for confusion for the employee or the manager. Failing to hold these discussions leaves ample room for misalignment and missing the intended targets. The Managers are most often promoted based on occupation and expertise and not according to people management skills. Despite a desire to lead their direct reports well, many managers never receive a crash course in how to execute beneficial performance reviews. The following list details problems resulting from management. Lack of management training- Only a sliver of a manager's job description includes the performance review. Managers who do not receive even basic training in how to lead review discussions can feel unprepared and stressed, resulting in a less-than-ideal performance discussion for them and their employees. Inconsistent evaluation standards- Without objective standards by which to assess employee performance, manager's default to evaluating based on their personal beliefs and experiences. Some leaders are highly critical of performance behaviors while others avoid conflict at all costs and therefore rate all performance as generally good. This creates an environment of unfairness and subconscious bias. Recency bias- It is instinctual to draw upon our most recent memories when evaluating a given situation. Similarly, managers who neglect to document ongoing feedback often rely solely on their most recent interactions with an employee when assessing their performance. However, it is widely recognized that this approach is

fundamentally unjust, as it fails to take a comprehensive and holistic view of an employee's overall performance. No accountability for completion- HR leaders in all industries breathe out a collective sigh when it comes to performance review completion. Organizations with low accountability often struggle with managers submitting completed reviews on time. The consequences are skewed results and employees getting frustrated that they put in the effort to complete their portion of the review, only for it to be lost or forgotten. The Process How performance reviews are issued and completed is so important as it helps to define the overall employee experience. The list below speaks to the challenges with review processes and formats.

Manual/inefficient systems- Obsolete and cumbersome solutions consume valuable time that could be directed towards more crucial aspects of the business. A platform or process that is challenging to navigate leads to frustration among employees and managers, ultimately dampening their motivation to fully invest themselves in the review process. No single source of truth- Manual papers or disparate performance systems force HR leaders and managers to spend precious time searching for pertinent information. The absence of a single source of truth increases the likelihood of employee data going missing and causing unnecessary strain on the performance management process Data goes nowhere. An often-unintended consequence of a poor performance review process is that the information gathered does not lead to marked changes. A common frustration among employees is going through the process with their manager only to find that none of the topics discussed resulted in adjustments to the daily workflow. Performance discussions should produce action for the employee and manager Learn more about Work Dove's Performance today! Many, if not all, of these challenges can be solved by partnering with a dependable software solution partner. The right platform will increase accountability, encourage clear and definable performance expectations, and promote ongoing, continuous feedback. Work Dove helps you to retain and engage the talent you have through performance management software that adapts to the growing needs of your team. Tackle your greatest performance review challenges with a leading expert and create a winning culture that attracts and keeps healthy, high-performing employees.

1.3 Research Questions

This study tries to answer the following basic study questions.

- 1 .What Are the major performance appraisal challenges At MODFCSAD?
2. Why Performance appraisal challenges Happen At MODFCSAD?
3. How To solve challenges of performance appraisal MODFCSAD?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to performance Appraisal Challenges at MODFCSAD.

1.4.2 Specific Objectives

In order to address the stated major objective, this study is the following specific objectives.

- ✓ To Determine performance appraisal challenges.
- ✓ To Assess Performance appraisal challenges Happens?
- ✓ To Solve challenges of performance appraisal.

1.5 Significance of the Study

This study would have several significances. First of all, the finding of the study would help MODFCSAD to come up with good performance appraisal policies that can improve individual and organizational performance. Secondly, the research findings would help the human resource management professionals to exercise good performance appraisal system so as to motivate, retain, promote and improve individuals' performance and minimize complain concerning the way of decision-making process on human resource management activities. The finding of this study would have added value to the knowledge in other performance appraisal system studies. And finally, it would give direction for other researcher that needs to conduct further study in this subject matter.

1.6 Limitations of the Study

The major limitation of this study is as a result of some of the constraints' such as time, lack of sufficient fund and burden of regular duties, Given the unfortunate information and the poor culture of free speech respondents might have been uncertain on issues of sensitive nature, and might have given common wanted responses But does not affect the final result of the study.

1.7 Scope of the Study

The scope of this study is concerned to performance appraisal challenges at MODFCSAD. The study is limit to the head office. This is so due to budget and time constraint. Hence, the data were collected from selected department where performance appraisal has been assumed at least for one year and in the head office departments. These limitations were lack of enough time to conduct a detailed analysis, financial constraints, lack of readiness of respondents to answer and return the questionnaire and interview which affected the findings of the study Limitations of the Study.

1.8 Organization of the Study

The entire research reports have five chapters. The following are detail about the chapter and its content. Chapter One: includes an introduction part such as background of the company, background of the study statement of problem, research question, research objective, significance of the study and scope of the study Chapter Two: Review of Related literature the research covers selected relevant and related literature on the study. Chapter Three: Methods of the Study. The research explain the methodology used in showing the study which includes type of data source and method of data analysis used in the research Chapter Four: Result and Discussion this chapter contains the major result and finding of the research and understands .Chapter Five: Summary, Conclusions and Recommendations This chapter is the final part of the research it consists of conclusion and recommendation based on the finding.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Theoretical Literature

Performance Appraisal

Performance Appraisal is the process of evaluating how well employees perform their jobs when compared to a set standard, and then communicating that information to those employees (Wayne, 2003:333). According to Dressler (2003:241) Performance appraisal means evaluating an employees' current or past performance relative to the person's performance standards. Also Ivancevich (2004:256) discussed Performance appraisal is the activity used to determine the extent to which an employee performs work effectively. And Neale (2004:16) said Performance appraisal is the review and discussion process which ensures employees receive feedback and assistance with their performance and development. From the given definition Performance appraisal is basically lined with individual difference in performing jobs and sorting out these differences among individuals for development assessment needs in the manpower resources and to make adjustment in the employee status. Performance Appraisal is being practiced in 90% of the organizations worldwide.

2.2.1 Purpose of Performance Appraisal

Performance appraisal plays an important part in the overall process of performance management (Wayne, 2003). Performance appraisal has many facts, it is an exercise in observation and judgment, it is a feedback process and it is an organizational intervention. It is a measurement process as well as an intensely emotional process. The followings are the main purpose of performance appraisal. Appraisals provide legal and formal organizational justification for employment decisions in this sense it could use to promote outstanding performers, to weed out marginal or low performers; to train, transfer or discipline others etc. under this context, appraisal services as a key input for administering a formal organizational reward and punishment system. Appraisals are used as criteria in test validation: that is, test results are correlated with appraisal results to evaluate the hypothesis that scores predict job performance. Appraisals can help establish objectives for training programs: this is because appraisals indicate

development needs., diagnose organizational problems: they do so by identifying training needs and the knowledge, abilities. Skills, and other characteristics to consider in hiring, and they also provide a basis for distinguishing between effective and ineffective performer. The majority of recent literature on Performance Appraisal states that it needs to be carried out as part of a whole Performance Management system and none solely on its own. Performance Management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams (Armstrong, 2006). Walters (1995) defined Performance Management as the 'process of directing and supporting employees to work as effectively and efficiently as possible in line with the needs of the organization'. Williams (2002) believes the notion of Performance Management is creating a shared vision of the aims and purpose of the organization, helping each individual employee to understand and recognize their part in contributing to them, and thereby managing and improving the performance of both individuals and the organization. Performance Appraisal plays a central role in Performance Management Systems; it is normally the vehicle behind which the organizational goals and objectives are translated into an individual's objective. It also remains the primary way of discussing and acting on the development of the individual (Fletcher, 2004). When a part of performance management, appraisal is much more tightly linked with the larger business environment. De Nisi and Griffen (2008, p.318) state that Performance management refers to 'a general set of activities which are carried out by the organization to improve employee performance'. Although performance management is typically reliant on performance appraisals, performance management is a broader and more encompassing process and is the ultimate goal of performance appraisal activities (De Nisi &Griffen, 2008). Performance Management has been seen to be more successful and brings a lot of benefits to an organization. A study carried out by Fletcher and Williams (1996) in 9 UK organizations showed that features of performance management lead to organizational commitment and in particular, job satisfaction. Performance management systems are effective when they are based on goals that are jointly set and are driven by an organization's business strategy (Lawler, Benson & McDermott, 2012). Performance Appraisal from a social-psychological perspective as opposed to the traditional tool for measurement is becoming more popular, viewing Performance Appraisal as a communication and social process.

Table 6 Benefits of performance appraisal

Employee	Supervisor	Organization
Finds out how they are doing	Builds management skills	Communicates corporate goals
Provides recognition for accomplishments	Develops and improves rapport with employees	Provides management with decision-making information.
Allows for two-way communication on goals	Identifies and rewards high performers	Provides objective basis for promotions, trainings
Encourages taking responsibility for their performance and progress	Identifies performers needing improvement for coaching/training	Builds stronger working relationships
Helps set goals and direct efforts	Improves individual employee productivity	Improves overall organizational productivity
Provides opportunities for career development	Identifies general training needs	Provides documentation on promotion policies

Source: Primary Data, 2024

2.2.2 Effective Performance Appraisal

From reviewing the literature, there appears to be no one single best method of Performance Appraisal, although there are certain common elements throughout all effective methods. Effective performance appraisals are commonly associated with clear goals that are attached to specific performance criteria and are well-accepted by both appraiser and appraisee' (Mustapha &Daud,). All effective performance appraisals include elements such as linking appraisal to rewards, the supervisor and employee working together to identify goals, performance goals clearly defined, feedback given to the appraiser on their effectiveness and compliance with legal requirements (Rankin &Kleiner 1988).

2.2.3 Employee Perception HR

‘The success of any intervention in organization is heavily dependent on employees’ perception of that intervention’ (Rahman& Shah, 2012).

For performance appraisal to be effective and useful, it is vital that those taking part, the appraiser and the appraisee, are both benefiting from it and find the procedure a productive tool, as without this, it would be impossible for the system to work. Employees' thoughts of performance appraisal systems could be as important to the continuing success of the system as reliability and validity (Dipboye and Pontbriand, 1981). Employee perceptions of the fairness of their performance appraisals are useful in determining the success of performance appraisal systems (Erdogan, Kraimer&Liden, 2001). A vast amount of literature looks at whether performance appraisal is successful based on rating accuracy and qualitative aspects of the appraisal, but it is reasonable to suppose that employees’ reactions to the appraisal system could have just as much influence on the success of an appraisal system (Cowley, Keeping & Levy, 1998). An organization might develop the most precise and sophisticated appraisal system, but if the system is not recognized by the staff, its effectiveness will be limited. Fletcher (2004) listed the three things that employees being appraised looked for in a performance appraisal, these are: perceiving the assessment as accurate and fair, the quality of the existing relationship with the appraiser and the impact of the assessment on their rewards and well-being. According to Cowley et al (1998) subordinates’ reactions to Performance appraisal can be a way of measuring their outlook towards the system.Boachie Mensah&Seidu (2012) advises that employees are likely to embrace and contribute meaningfully to the Performance Appraisal scheme if they recognize it as an opportunity for personal development, a chance to be visible and demonstrate skills and abilities and an opportunity to network with others, but if employees perceive Performance Appraisal as an unreasonable effort by management to try to closer supervise and gain control over tasks they carry out, they won’t welcome the scheme as easily. “Performance appraisal isn't about the forms. The ultimate purpose of performance appraisal is to allow employees and managers to improve continuously and to remove barriers to job success, in other words, to make everyone better. Forms don't make people better, and are simply a way of recording basic information for later reference. If the focus is getting the forms "done", without thought and effort, the whole process becomes at best a waste of time, and at worst, insulting”

(Bacal, 1999) In Figure 1-1, we see the essential criteria for effective appraisal according to Piggot-Irvine (2003). From her studies, she found that for performance appraisal to be effective the system should be confidential, informative, have clear guidelines and be educative.

In order to have effective appraisal, the process must be embedded completely throughout the organization where the values shape part of the fabric of the everyday life of the workplace (Piggot-Irvine, 2003). As previously mentioned, Rankin & Kleiner (1988, p.14) believed that effective performance appraisals have six key factors. These six factors are: Performance goals must be specifically and clearly defined. Attention must be paid to identifying, in specific and measurable terms, what constitutes the varying levels of Performance appraisal programs should tie personal rewards to organizational performance. The supervisor and employee should jointly identify ways to improve the employee's performance, and establish a development plan to help the employee achieve their goals. The appraiser should be given feedback regarding his/her effectiveness in the performance appraisal process. 'Effective managers recognize performance appraisal systems as a tool for managing, rather than a tool for measuring, subordinates. They may use performance appraisals to motivate, direct and develop subordinates' (Wiese & Buckley, 1998). Having both the manager carrying out the appraisal and the employee setting goals mutually is crucial for the effectiveness of the performance appraisal. This can ensure that the employee will work harder to reach these goals as they participated in setting them initially. The degree of involvement of subordinates in the appraisal has been seen to be of benefit to the success of the system. Cawley et al (1998) proved that subordinate participation in the appraisal procedure is related to employee satisfaction and their acceptance of the performance appraisal system. Employee Participation is a key element of intrinsic motivational strategies that facilitate worker growth and development (Roberts, 2003). Folger (1987), as cited by Roberts (2003) stated that the participation of employees in the appraisal system gives employees a voice and empowers them to rebut ratings or feedback that they are unhappy with. Greater employee participation is known to create an atmosphere of cooperation, which encourages the development of a coaching relationship, reducing tension, defensive behavior and rater – ratee conflict which could be caused by the appraisal (Jordan, 1990). Pettijohn, Pettijohn, Taylor & Keillor (2001) identify participation and perceptions of fairness as integral to employees' perceptions of job satisfaction and organizational commitment. They conclude that Performance

Appraisal Systems can be used to actually improve employees' levels of job satisfaction, organizational commitment, and work motivation.

2.2.4 Ratters of Performance Appraisal

The appraisal process is done by different bodies depend on the nature of the organization. (Ivancevich J., 2004) Immediate supervisor: it is the immediate supervisor who is in the best position to know the job requirements, to observe employees at work and to make the best value judgment as well. Employee Peers: in the peer evaluation system, the co-workers must know the level of performance of the employee being evaluated. For this system to work it is preferable for the evaluating peers to trust one another and not to be in competition for raises and promotions. This approach may be useful when the tasks of the work unit require frequent working contact among peers. Managers are less likely to accept being rated by subordinates if the information is going to be used for development. This source of rating information is also more acceptable if the managers believe that their subordinates are familiar with the job Self-appraisal: In this case, the employees evaluate him/ herself with techniques used by other evaluators. This approach seems to be used more often for developmental aspects of performance evaluation. It is also used to evaluate an employee who works in physical isolation. Customer served: in some situations customers can provide a unique perspective on job performance. Computers: now technology has made continuous supervision possible through specially designed computer programs that monitor employees' performance. Standards of Evaluation: - Problems with evaluation standards arise because of perceptual differences in the meaning of the words used to evaluate employees. Thus good, adequate, satisfactory, and excellent may mean different thing to different evaluators. If only ratter is used, the evaluation can be distorted. This difficulty arises most often in graphic incidents and checklists (Armstrong, and Baron, 2009).

2.2.5 Characteristics of Effective Appraisal Methods

Wayne (2004:336) suggested the following characteristics for effective appraisal method in this manner Relevance: implies a direct link between performance standards and organization's goals and could also mean to say a clear link between job analysis and appraisal form. It also implies that the periodic maintenance and updating of job analysis, performance standards and appraisal systems. Sensitivity: implies that a performance appraisal system is capable of distinguishing effective from ineffective performers. Reliability: refers to consistency of decision and

Acceptability: implies when the appraisal system gets the conformity or acceptance of those who will be affected by them. This condition leads to a more favorable reactions to the process and actually increases trust for top management. Practicality: implies that appraisal instruments are easy for managers and employees to understand and use.

2.2.6 Performance Appraisal Methods (Techniques)

The simplest type of absolute rating system is the narrative essay. Thus the ratter describes, in writing an employee's strengths, weaknesses, and potential, together with suggestions for improvement. This approach assumes that a can did statement from a ratter who is knowledgeable about an employee's performance is just as valid as more formal and more complicated rating methods. If essays are done well, they can provide detailed feedback to subordinates regarding their performance. This makes it difficult to use essay information for employment decisions since subordinates are not compared objectively and ranked relative to one another. Methods that compare employees to one another are more useful for this purpose.

A. Ranking Simple ranking- requires only that a ratter order all employees from highest to lowest, from best to worst employee. Alternation ranking-requires that a ratter initially list all employees on a sheet of paper. From this list he/she first chooses the best employee (№.1), and then the worst employee (№. n), then the second best (№.2), then the second worst (№. n-1), and so forth, alternating from the top to the bottom of the list until all employees have been ranked.

Use of paired comparisons is a more systematic method for comparing employees to one another. Here each employee is compared with every other employee, usually in terms of an overall category such as "present value to the organization" the ratter's task is simply to choose the "better" of each pair, and each employee's rank is determined by counting the number of times she/he was related superior. However, since these comparisons are made on an overall basis (that is, "who is better?") and not in terms of specific job behaviors or outcomes, they may be subject to legal challenge. On the other hand, methods that compare employees to one another are useful for generating initial rankings for purposes of salary administration. Another method of comparing employees to one another is forced distribution. The overall distribution of ratings is forced into a normal or bell-shaped curve. Under the assumption that a relatively small portion of employees is truly outstanding, a relatively small portion is unsatisfactory, and everybody else falls in between.

Forced distribution does eliminate clustering almost all employees at the top of the distribution (rather leniency), at the bottom of the distribution (rather severity), or in the middle (central tendency). However, it can foster a great deal of employee resentment if an entire group of employees as a group is either superior or substandard. It is almost useful when a large number of employees must be rated and there is more than one rater.

Behavioral checklist the rater is provided with a series of statements that describe job-related behavior is simply to “check” which of the statements, or the extent to which each statement, describes the employee. In this approach raters are not so much evaluators as reporters whose task is to describe job behavior. Moreover, descriptive ratings are likely to be more trustworthy than evaluative (good-bad) ratings. In one such method, the Likert method of summed ratings, a declarative statement (e.g. “she/he follows up on customer complaints”) is followed by several response categories, such as “always”, “very often”, “fairly often”, “occasionally” and “never”. The rater checks the answer category that he/she thinks well describes the employee. Each category weighted, for example, from 5 (“always”) to 1 (“never”) if the statement describes desirable behavior. To derive an overall numerical rating (or score) for each employee, one simply sums the weights of the responses that were checked for each item.

Critical incidents are brief anecdotal reports by supervisors of things employees do that are particularly effective or ineffective in accomplishing parts of their jobs. They focus on behaviors, not traits. Critical incidents lend themselves nicely to appraisal interviews because supervisors can focus on definite job behaviors rather than on vaguely defined behaviors. They are judging performance, not character. On the other hand, supervisors may find that recording incidents for their subordinates on a daily or even a weekly basis is burdensome. Moreover, incident alone do not permit comparisons across individuals or departments. Graphic rating scales may overcome this problem.

Many organizations use graphic rating scale. Many different forms of graphic rating scales exist. In terms of the amount of structure provided, the scale differs in three ways. The degree to which the meaning of the response categories is defined. The degree to which the individual who is interpreting the rating. The degree to which the performance dimension is defined for the rater. Graphic rating scale may not yield the depth of essays or Critical incidents, but they are less time consuming to develop. They also allow results to be expressed in quantitative terms, they consider more than one dimension, and, since the scales are standardized, they facilitate

comparisons across employees. Graphic rating scales have come under frequent attack, but when compared to more sophisticated forced-choice scales, the graphic scales have proved just as reliable and valid and are more acceptable to ratters.

2.2.7 Modern Method

Behaviorally anchored rating scales A variation of the simple graphic rating scale is behaviorally anchored rating scales (BARS). The major advantage of **BARS** is that they define the dimensions to be rated in behavioral terms and use critical incidents to describe various levels of performance. BARS therefore provide a command frame of reference for ratters. BARS require considerable effort to develop, yet there is little research evidence to support the superiority of BARS over other types of rating system. Nevertheless, the participative process required to develop them provides information that is useful for other organizational purposes, such as communicating clearly to employees exactly what “good performance” means in the context of their job.

Management by objectives (MBO) is well- known process of managing that relies on goal-setting to establish objectives for the organization as a whole, for each department, for each manager within each department, and for each employee. MBO is not a measure of employee behavior; rather, it is a measure of each employee’s contribution to the success of the organization. To establish objectives, the key people involved should do three things: Meet to agree on the major objectives for a given period of time (every year, every 6 months, or quarterly) Develop plans for how and when the objectives will be accomplished, and Agree on the yardsticks for determining whether the objectives have been met. Progress reviews are held regularly until the end of the period for which the objectives were established.

At that time, those who established objectives at each level in the organization meet to evaluate and to agree on the objectives for the next period. MBO is a complete system of planning and control and a complete philosophy of management. In theory, MBO promotes success in each employee because, as each employee succeeds, so do that employee’s manager, the department, the organization; but this is true only to the extent that the individual, departmental, and organizational goals are compatible. Very few applications of MBO have actually adopted a formal “cascading process” to ensure such a linkage. An effective MBO system takes from 3 to 5

years to implement, and since relatively few firms are willing to make that kind of commitment, it is not surprising that MBO systems often fail (Naukrihub,2013).

Work planning and review is similar to MBO; however, it places greater emphasis on the periodic review of work plans by both supervisor and subordinate in order to identify goals attained, problem encountered, and the need for training. (Wayne F., 2003).

So far, we have been talking about assessing previous performance. What about the assessment of future performance or potential? In any placement decision and even more so in promotion decision, some prediction of future performance is necessary. How can this kind of forecast be made most fairly? One widely used rule of them is that “what a man has done is the best predictor of what he will do in the future. Typically, individuals from different departments are brought together to spend two or three days working on individual and group task similar to ones they will be treatment if that are supported. The pooled judgment of observers sometimes derived by combined comparison or alteration ranking indications to an order of merit ranking for each participant. Less structured, biased judgments are also made5. 360- Degree Appraisal It is an appraisal that use input from managers, subordinates, peers, customers and even self-appraisal including others could be included (Wayne 2003). On this case employee-generated feedback on management performance (also known as upward appraisals). So far some of very common methods, which are found to be more practical and applicable mentioned. However, it should be noted that every technique cannot be implemented in every organization. Selection of this method is based on many factors such the type of job activities (e.g. Production or services), the position of the person (e.g. Management staff or not), evaluation for high and medium professionals or lower-level workers like daily laborers and so on. Are we measuring personality? Behaviors? Result? Are we measuring taking quality or quantity into account?

2.2.8 Time of Appraisal.

Most organization conduct performance appraisal every six-month or every year. However, researches indicate that it is of a great benefit for both ratter and the rate and the entire organization to implement appraisal as frequent as possible for the growth of the firm and effective career development management (Wayne, 2004)

2.2.9 Empirical Review

2.2.10 African Practice

Organizations can only win a competitive advantage through people (Alo, 2000). Competition for scarce resources among organizations in Nigeria is becoming more and more stiffer Ohabunwa (1999) and Akin bola (2000). This therefore means that organizations can grow to the extent that people who work in such organization are supported to grow.

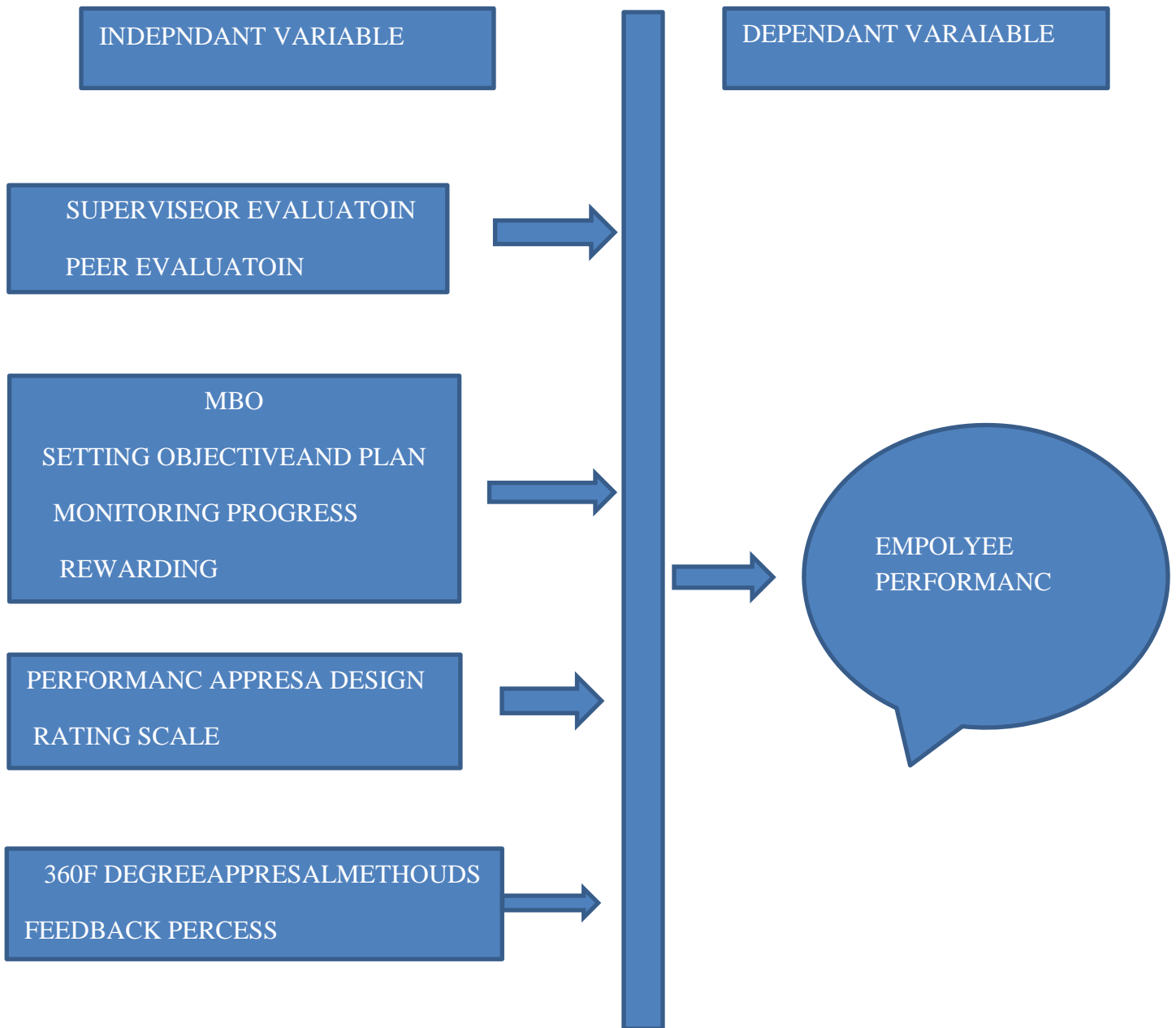
However, Bangkok (1982) asserts that there is probably no program in the arsenal of personnel management that is difficult to effectively implement and yet so fundamental to individual and organizational growth hand performance appraisal. In business as well as in government, effective results are crucial to survival since improved performance is a basic criterion for individual and organization growth. Bangkok (1982) explains that in many Nigerian organizations, performance appraisal is viewed and conducted solely in terms of its evaluative aspect thereby overlooking its use for facilitating growth and development in employees through training, coaching, counseling and feedback of appraisal information. According to Banjoko, performance appraisal is accorded a lesser role in Nigerian organization as more emphasis is given to selection, training, development and salary administration. This means that organizations are putting the cart before the horse and are in turn stifling genuine individual and organizational growth. It would be foolish for organizations to emphasize more on training without paying special attention to performance appraisal as Rao (1990) writes that it is the outcome of performance appraisal that would reveal training needs. There should be a change-over on the part of organizations to start paying special attention to their performance appraisal practices and approaches. Organizational performance and its resultant efficiency and effectiveness can only be achieved when individuals are continuously appraised and evaluated. The inability of organization to install an effective performance appraisal strategy has hindered them from achieving competitive advantage which they require more now than ever before. Appraisal processes are not systematic and regular and often characterized by personal influences occasioned by organizations preoccupation to use confidential appraisal system which hinders objectivity and fairness. Often organizations ignore management by objectives, critical incidents to personal prejudices.

This is retrogressive as it affects the overall performance of the individual. 360 degrees appraisal method whereby superiors and the appraise their subordinates, subordinates appraise their

superior and the appraise himself or herself and the average of all the appraisal taken to arrive at the final appraisal outcome should be now be considered by organizations. Also post appraisal counseling whereby the appraisal outcomes are analyzed to explain strengths and weaknesses and set agenda for better future performance. Mel at (2014) studied about performance management system is practiced and the challenges at Ethiopian Management Institute. The study tries to address the basic questions of how the alignment is made between organizational goal with that of the departmental and individual goal, how the planning, execution, assessment and review process was handled and identifying the purpose of having PMS in EMI and challenges faced while implementing performance management. To answer these questions descriptive survey research design has been deployed by using both quantitative and qualitative research approach. The total number of staff at EMI were 242 and for the study simple random sampling technique was used by taking 75 employees filled the self-developed questionnaire, by using Descriptive statistics method for analyzing data obtained from questionnaire and data gathered from interview and focus group discussion. The finding of the study revealed that organizational goals were not fully aligned with departmental and individual goals, participation of employees in the planning stage of performance management is not across all staff of EMI, lack of regular feedback, lack of uniformity in gathering information about employee's performance and lack of software for automating the PMS are the major problems noted.

2.3 Conceptual Framework

A conceptual framework is the presentation of the developed interrelationships among the variables under investigation in a figure form showing the flow of impacts (Kothari, 2004). Figure 2.1 below shows the Interrelationship between independent variables and the dependent variable, which is employee performance. The framework shows that employee evaluation, management by objectives, performance appraisal design and 360 degrees' appraisal method have an influence on employee performance



Source Resercher, [2020]

3 CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Design and Approach

This study used a descriptive research design followed by mixed approach. Because as Robson asserted the object of descriptive research is to portray an accurate profile of persons, events or situations (Robson 2002:59), as cited in Saunders et al. (2009). Similarly, this study is descriptive study that sets out to describe performance appraisal challenges based on the data collected from non-managerial and managerial employees working in head office and HR directorate of the study organization. Data collected from respondent were analyzed and interpreted so as to arrive at meaningful findings. SPSS Version 16.0 was used to code and analyze the collected responses from questionnaires. After proper editing, data were coded; entered to the software and then made ready for analysis. Descriptive statistical techniques are accepted for analysis of data collected. In so doing frequency tables and percentages were used. The participants of the study are employees of working in Addis head office. The respondents were selected on the basis of a criterion which demands at least one years of service in which is believed to give them enough experience to the performance appraisal.

3.1.1 Sources of Data

The study was undertaken mainly based on the data that is collected from both primary and secondary sources of data that enable the student researcher to meet the objectives of the study drawn at the beginning. Primary sources were used because of their relevance to collect data that help in meeting the study objective and secondary sources were used in order to collect data that cannot be obtained otherwise. Primary data were collected mainly through questionnaires of both types (closed-ended and open-ended) that were distributed to 70 employees and 60 to non-managers and 10 to managers), which represent 100% of the total number of the population. Accordingly, two types of questionnaires, one for non-manager and the other for manager respondents were served.

3.2 Data Collection Procedures

As discussed above in the sources of data section, questionnaires were prepared and distributed to 70 employees. Data was collected from a total 65 from employees for whom questionnaires were distributed. The response rate is 92.8%. The questionnaires were first tested before distributing to the respondents so as to check their viability. The questionnaire test was done by distributing 19 questionnaires (4 for managers, 15 for non-manager staffs). Convenient sampling was used to test the questionnaires. After testing and making revisions, questionnaires were finally distributed to total number respondents. As to interview, questions for the discussion were made organized beforehand and the responsible HR directorate was contacted designed for arranging a meeting. With consent of the respondent interview time was scheduled. During interview data were collected by taking notes of the proceedings of the discussion based on the discussion questions designed.

3.3 Population and Sampling Technique

Primary data were collected from employees of the working in head office. Besides, head office employees were part of the study. Censuses type to give equal chance of all participation head office was selected purposefully in order to assess their opinion on the performance appraisal practice and challenges as raters. Purposive sampling was used with the view that managers would give relevant data that would help in assessing the performance appraisal practice of the MODFCSAD. Non-manager employees head office as rates. Here too, the reason is to give equal chance of participation to the employees. Total of 70 questionnaires were distributed to the employees. Hence, is $70/70=100$ of the population. While collecting data, the procedure was ethical enough. The study participants were asked their consent and they were guaranteed that the information collected from them would be kept confidential.

3.4 Data Analysis

Data collected from respondent employees through questionnaires and interview discussions are analyzed and interpreted so as to arrive at meaningful findings. SPSS Version 16.0 was used to code and analyze the collected responses from questionnaires. After proper editing, data were coded; entered to the software and then they were made ready for analysis. Descriptive statistical techniques are accepted for analysis of data collected from questionnaire respondents. In so doing tabulation tables and percentages were used. This helped the researcher systematically analyze and interpret the questions one by one in order to reach meaningful results. Data

collected from interview discussion was also incorporated in the data discussion and interpretation part of the study. Hence, the results are easily interpreted to assess performance appraisal challenges at MODFCSAD and Conclusions were drawn based on the data analysis and interpretation.

CHAPTER FOUR

4 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Respondents' General Profile

In this section, respondents' general profile which includes age category, gender, educational background and service year discussed and its relationship with the study is explained (See ANNEX A).

The table below summarizes the number of questionnaires distributed and collected from employees of non-managerial and managerial employees.

Table 7 Summary of Questionnaire Distribution and Collection Rate

Type of Employee	Questionnaire distributed	Questionnaire collected	Percentage of collection rate
Managers	10	10	100
Non- managers	60	55	85.7
Total	70	65	92.8

Source: Primary Data, 2024

As indicated in the table above, from a total of 70 questionnaires distributed 65 (92.8%) responses were collected and the remaining 5(7.14%) were not collected due to different reasons. After this can be said is that acceptable number of questionnaires were returned that allowed the researcher assess performance appraisal practice and challenges at MODFCSAD.

4.2 Performance Appraisal at MODFCSAD

This section is concerned with the presentation, analysis and interpretation of data collected for the study and the section is organized in 14 sub sections. Each one of them is discussed one by one.

4.3 Frequency of Performance Evaluation

Any activity in an organization has its time of execution. So does have performance evaluation. Organizations have their own time to conduct performance appraisal depending on their own philosophy of time period. With the majority of schemes, staffs receive an annual appraisal and for many organizations this may be sufficient (Mullins 1996:501). In line with this, the interview discussion made with HR directorate revealed that the MODFCSAD conducts performance Evaluation by annually. But no reason is mentioned for conducting it twice a year than saying the policy document dictates. Respondents were asked to indicate their preference of frequency of performance evaluation and their response is depicted in table 3.

Table 8 Employees’ Response on Preference of Frequency of Performance Appraisal

Time	Non -managers		Managers	
	Frequency	Percent	Frequency	Percent
Every month	20	36.3	2	20
Every 3 month	31	56.3	6	60
Every 4 month	3	18.1	2	20
Every 6 month	1	1.8	–	–
Once a year	–	–	–	–
Total	55	100	10	100

Source: Primary Data, 2024

As stated above 56.3% of non-manager respondents prefer performance evaluation to be conducted every 3 month while 36.3% every month, 18.1% prefer it to be Every 4 month respectively while 1.8% Every 6 month respectively. Similar 60% of managers prefer it to be conducted Every 3 month 20% said Every month 20% said Every 4 month. This shows that widely held of respondents 56.3 % of non-managers and 60% of managers) are comfortable with the frequency in which performance evaluation is conducted with Every 3 month 36.3%, 18.1% and 1.8 non-managers) seeking it to be conducted Every month, Every 4 month Every 6 month respectively.

Table 9 Employees' Response is shown in the following

No,		Agree		Neutral		Disagree	
		Frq	%	Frq	%	Frq	%
1	Employee participate in designing the Form	20	30	24	36	21	32.
2	Access to see their Performance Appraisal result	52	80	5	7.6	8	12
3	Employee can Request to Higher Official	46	70	10	15	9	14
4	Receive employee Feedback from their supervisors	47	72	10	15	8	12
5	Supervisors give Similar Ratings to All Staffs	24	37	13	20	28	43
6	Evaluation with incidents of Good and Poor Performances.	34	52	11	17	20	31
7	Raters Keep employee Performance File.	38	58	11	17	16	25
8	Clarity and Objectivity of the Evaluation Criteria	38	58	14	22	13	20
9	Evaluation Criteria are customized.	41	63	15	23	9	14
10	Employees' Understanding of Benefits of Performance Evaluation to the Employees	58	89	6	9	1	2

Source: Primary Data, 2024

4.4 Opportunity to Participate in Designing the Form

According to Beer (1987), the form used to record the performance of the employees is blamed if it is cumbersome, not modified and if employees did not participate in the design of the form of evaluation. So, respondents were requested if they contributed in design of the form and their reply is presented in table 4.

As shown in table 4 above .30 % of non-manager respondents agreed they got an opportunity to participate in the design of performance evaluation form. they got an opportunity to participate 36.3% were neutral 32% Disagreed that employees got an opportunity to participate.

The response of employees shows that they don't have an opportunity to participate in designing the form. As Beer (1987) affirmed an evaluation form is blamed when employees do not participate in its design. When employees are evaluated by the form whose design they have not participated, they lack ownership and confidence on the form. This in turn, would increase unhappiness with the process of performance appraisal

4.5 Access to See Performance Appraisal Result

It's within the employees' rights to see how they are regular in performing the given tasks. They should have access to see their performance appraisal result. 80 % of respondents agreed that they have access to see their performance evaluation result. and 7.6% were neutral 7.2% Disagree 12% that employees have access to see their performance evaluation result. and. In line with this, an interview conducted with HR directorate also shown that employees have access to see their result and will sign on the form explaining they agree with the result or not. The fact that employees have access to see their evaluation result shows clearness of the performance appraisal process. Having contact to their appraisal outcome also benefits employees know their strength and weakness, as well.

4.6 Appealing to Higher Official if the Evaluation Result is Biased and Inaccurate

According to Mathis and Jackson (1997) rater bias occurs when a rater's values or prejudices distort the rating. Rater bias may be unconscious or quite intentional. If a manager has strong dislike of certain ethnic groups, this bias is likely to result in distorted appraisal result for some people. When this happens, rates may want to appeal to higher officials.

The following table depicts employees' response whether they can appeal to higher official if they believe their evaluation result is biased or inaccurate .The above table shows that 70% of the respondents agreed that they can appeal to higher officials if they believe their appraisal result is not biased and inaccurate. 14% Disagree indicated they cannot appeal 15% indicated they are neutral. that subordinates can appeal to higher officials if they believe their evaluation result is biased and inaccurate. 40% agreed of managers indicated that their subordinates can appeal to higher officials and 20 % strongly disagree indicated. The employees' response of managers and non-managers depicts that majority of the respondents (32.7% of the non-manager and 40% of managers) said that they can appeal to higher officials when they observe their evaluation is

biased and inaccurate. An interview discussion with HR directorate established that employees can appeal to higher officials if they perceive their performance evaluation is unfair. As Mathis and Jackson (1997) stated it is likely that performance evaluation result can be biased or inaccurate. When it becomes a case, there should be a mechanism through which employees can appeal to higher officials. The existence of appealing mechanism and management has given due focused to PA process which helps employees in expressing out their ill feeling which otherwise would negatively affect the work relationship between the worker and the rater. And helps employee's improvement their self-confidence on the appraisal process.

4.7 Timely Provision of Feedback by the Supervisor

Feedback is an important part of the performance appraisals. According to Longenecker(1997), the rates should be given feedback on their competence and overall progress within the organization. The feedback should be specific and timely and be against the predetermined performance expectations. The feedback should be provided on a continuous basis – daily, weekly or monthly reviews (Lee, 2005). Employees' response whether they receive timely feedback frequently is shown in the following table. As represented in table 7 above 43.6% of the non-manager respondents Strongly agreed and 38.1% agreed that they receive timely feedback from their subordinates concerning their performance; while 10.9% indicated Disagree they receive feedback 0.36% Strongly disagreed rated neutral and 0.36 % neutral .As managers, represented 20%) provide performance feedback to their subordinates; while 40% indicated Disagree and 40% showed they are neutral.

The above response shows that majority of the employees (Non-managers 43.6% and managers 20%) witnessed that rates receive timely feedback from their raters. The interview discussion made with HR directorate also disclosed that employees are given feedback in timely manner during the appraisal period. Giving specific and timely feed back to the employees on their performance helps both the and the employees in correcting any shortcoming showed during work performance and influences employees towards improved future performance.

4.8 Giving Similar Ratings to Subordinates in order to Avoid Resentment and Rivalry among Employees

Respondents were asked about the existence of such a practice and their response is shown as below. As can be observed from the above table 23.6% of non- manager respondents did

Strongly agree that their supervisors give similar ratings to all employees, while 16.4% agreed that they do 16.4% were neutral 20% and 23.6% Strongly disagree , As respondent 20 % managers, agree 40% indicated that they don't give similar ratings to all staff members; while 40% agreed they do and 40% were neutral remained. From this can be inferred is that large number of employees (both managerial and non-managerial) agreed that there is no such practice of giving similar ratings to all staff members to avoid resentment and rivalry among colleagues. But 24.4% of the non-managerial and 14.3% of managers agreed that there is practice of giving similar rating. This means that there is practice of giving similar rating which is one of the challenges of Performance appraisal. When all employees are given similar ratings, high performers will get demotivated while low performers will be reinforced to keep on the same performance level.

4.9 Supporting Performance Appraisal with Specific Incidents of Good and Poor Performances

Good and poor performances incidents focus on key factors which make difference in performing a job efficiently. This method is more credible because it is more related to job and based on individual's performance than characteristics. The necessity of this system is to try to measure individuals' performance in terms of incidents and special episodes which take place in job performance (Mandy, 2008). In line with this, respondents were asked if their supervisors support performance evaluation with specific good or bad performance events.

The response is demonstrated in the table below. As depicted in the above table 33.3% of the non-manger respondents agreed that their evaluators support performance appraisal with specific events of good and bad performances; while 13.3% indicated they don't support and 13.3% were neutral. 40% of manager respondents agreed they support their evaluation with specific events of good and bad performances; while 60% said they don't support. From this it is possible to say that larger number (43.9% of the non-mangers and 57% of managers) of respondents indicated that raters support their performance evaluation with specific events of good and bad performances. However, 24% of managers and 22.3% of non-manager respondents indicated they don't use which Mandy (2008), advised to use this method because it is more related to job and based on individual's performance than characteristics. From this it is possible to deduce that not all raters support evaluation result with incidents of good and bad performances. According to Monday (2008), this method is more credible for it is more related to job and based on

individual's performance than characteristics. Keeping File on what Employees have done During the Appraisal Period By keeping a file of specific critical incidents for each employee, evaluations tend to be more accurate (Greenberg, 1986, as cited in Robbins, 1998). Files, for instance, tend to reduce leniency and halo errors because they encourage the evaluator to focus on performance related behaviors rather than traits. The following table shows employees' response whether their raters keep file of what they have done during the appraisal period. As shown in table 10 above, 32.7% of non-manager respondents Strongly agreed that their raters keep records 32.7 % Agree ,1 6.4 Neutral 12.4% disagreed and 5.5 strongly agreed. manager respondents, 20% agreed that they keep file of employees' performance during performance appraisal period, while 40% indicated Disagree and 20% Strongly disagree. From the responses, it is possible to say that majority of the respondents (40% managers and 32.7% non-managers), who clearly indicated their disagreement and agreement that raters keep file of what their subordinates have done during the performance evaluation period. Rating employees without keeping records leads to regency error, focusing only on recent happenings (Saiyadain, 1999:204-207).

4.2 Clarity and Objectivity of the Criteria

The evaluation criteria used to measure performance of employees have to be clear and objective. In line with this, respondents were asked to indicate their level of agreement with clarity and objectivity of the criteria. Their response is shown below in table 15. As table 15 above describes 36.4% of non -manager respondents agreed that the criteria are clear and objective. But 12.7 % disagreed that they are clear and objective while 25.5% remained neutral. As to managers, 80% indicated their agreement and 20% respondents indicated their disagreement. The response shows that though most respondents said the criteria are clear and objective, there still were respondents who claim otherwise.

4.2.1 Customization of Evaluation Criteria Based On Characteristics of the Job

Respondents were asked whether the criteria against which their performance is evaluated are customized based on their job. The response is shown in table 16 below. As table 16 above shows, 23.6% of non -manager respondents strongly agreed that the evaluation criteria are customized while 36.4% agreed and 27.3% were neutral and 12.7% disagree. Out of manager

respondents, 80% agree and 20% disagreed and 38.1% neutral. Majority of non-manager respondents said the criteria are modified based on characteristics of their job, whereas majority of managers indicated it is not modified. This means non-manager and manager staffs have differing views with regard to customization of the standards. As a result, it is difficult to reason whether the criteria are adapted.

4.2.2 Employees' Understanding of Benefits of Performance Appraisal

If undertaken properly, performance appraisal benefits both the employees and the organization a lot. According to Reza (1997), performance appraisal helps for training and development, motivation and satisfaction, monitoring recruitment and induction and employee evaluation and control. Employees were asked whether they understand benefits of performance evaluation to them and the MODFCSAD. Their response is presented in table 18. As can be seen from table 18, 63.3% of non-manager respondents Strongly agreed that they understand the benefit of performance appraisal to the employees, 30.9% said agreed, 1.8% and 3.6% indicated are neutral. Managers, 40% Strongly agreed that their subordinates understand benefit performance appraisal 20% while 40% suited neutral.

This shows that majority of the employees understand the benefit performance appraisal has to the employees and they have common knowledge about benefits of performance appraisal.

4.2.3 Employees' Perception of Performance Appraisal Process of MODFCSAD.

Perception employees have on process of performance appraisal will indicate how the practice in MODFCSAD. is. Employees' response with this regard is showed in table 19 below. As table 19 shows, 92.7% of the non-manager respondents Strongly agreed that performance appraisal process 3.6% agreed and 3.6% indicated they are neutral. As to managers, 20% Strongly agree 80% agreed the performance appraisal process worthwhile. This shows that the current performance appraisal process is realizing the benefits of performance appraisal to the employees and the organization.

4.2.3 Purposes of Performance Appraisal

There are potentially many reasons for undertaking performance appraisal. Ikramullah et al. (2012), asserted that Performance Appraisal is being used for purpose of administrative decisions relating to (salary, promotion, retention or termination, layoff) and developmental decisions like (training of employees, furnishing appraise with regular performance feedback, employees’ transfers, determining employees strengths and weaknesses). In line with this, the interview discussion conducted with the HR directorate indicated that Performance appraisal result is being used for the purpose of salary increment, bonus declaration and promotion. Respondents were asked their view for what purpose performance evaluation result should be used. Their response is shown in the following table:-

Table 5 : Employees’ Response on the Purpose for which Performance Evaluation Result

Purpose	Non-manager		manager	
	Frequency	Percent	Frequency	Percent
For salary increment	15	27.2	4	40
For promotion	19	34.5	4	40
For Training	12	21.8	1	20
Others	9	16.4	1	20
Total	55	100	10	100

Source: Primary Data, 2024

As showed above in table 11 from non-manager respondents 34.5% indicated it should be used for promotion, 27.2% for salary increment, 21.8% for training and 16.4% respondents who said “other Of manager respondents, 40% believe that it should be used for salary increment, 40% promotion, 20% for training and 20% respondents who said others Most of non-manager respondents preferred performance evaluation to be used for promotion and salary increment, For Training (34.5% and 27.2.% 21.8% respectively) and while most managers preferred it to be used for salary increment ,40% promotion,40% for training , 20% and 20% respectively). From this it is possible to understand that the purpose uses performance appraisal outcome for is in link with their activity strongly toward achievement of organizational goal.

4.2.4 Who Conduct Performance appraisal?

Performance Appraisal is the most significant activity of an organization. If the right persons are not assigned to process performance appraisal activities, then the strategic objectives of organization is seriously affected. By tradition, a manager’s authority typically has included appraising subordinates’ performance. The logic behind this tradition seems to be that since managers are held responsible for their subordinates’ performance, it only makes sense that these managers do the evaluating of that performance (Robbins, 1998:1206-08). Respondents were asked who evaluates their performance and the response is shown in table 6.

Table 6 Employees’ Response on Who Evaluates their Performance

Evaluator	Non-managers		managers	
	Frequency	Percent	Frequency	Percent
Immediate Supervisor	32	58.2	5	50
Colleagues	10	18.2	1	10
My subordinate	2	3.6	1	10
Employees	6	11	1	10
Customers	3	5.5	1	10
managers	2	3.5	1	10
total	55	100	10	100

Source: Primary Data, 2024

As the above table represents 58.2% of non- manager respondents showed that their performance is appraised by their immediate bosses and 18.2% said Colleagues 11%. Employees 5.5% Customers This is so true with managers. 50% of the managers stated that it is the immediate supervisor evaluates employees’ performance. 10% Employees 10% Colleagues 10% My subordinate 10% Customers10% managers This shows that either the is not willing to use other possibilities such as peers, customers, immediate subordinates or may have other justifications. This issue needs further investigation. Immediate bosses are not the only right individuals to appraise employees’ performance. There may actually be others who are able to do the job better (Robbins, 1998). Self-appraisal helps the employee to be less defensive and passive in the appraisal review. Self-appraisals can lead to self-improvement. The employee’s self-appraisal can also be helpful for the supervisor in opening a communication link and allowing for

comparison of performance results. Self-appraisals give the supervisor helpful insight as to how the employee views his/her performance (Goff and Longenecker, 1990, as cited in Boice and Kleiner,1997). If employees are not given an opportunity to evaluate themselves, they will become highly defensive during the appraisal review and may refuse to accept evaluation result. Respondents were also asked to indicate who should evaluate employee’s performance. Their response is shown in table 13 below.

Table 7 Employees’ Preference of Who Should Evaluate their Performance

Evaluator	Non-managers		managers	
	Frequency	Percent	Frequency	Percent
Immediate Supervisor	28	50.9	5	50
Colleagues	12	21.8	2	20
Employees	2	3.6	1	10
Customers	2	3.6	1	10
others	11	20	1	10
total	55	100	10	100

Source: Primary Data, 2024

The above response shows that large number of non- managers (50.9%) favored to be evaluated by their immediate supervisors while few non -managerial employees (21.8%) prefer to be assessed by Colleagues customers. 3.6% Employees 3.6% % Customers preferred to be evaluated by their colleagues. Those who selected to be appraised by others 20% of the respondents) did not specify who those “others”. As to managers 50% of the respondents responded it is immediate supervisor who should evaluate employees’ performance while 20% Colleagues and 10% said it each of them should Employees , customers and colleagues. majority of the respondents (50.9% non- managers and 50% managers) believe that it is the immediate supervisor who should appraise employees’ performance. This means the practice of using immediate supervisors to evaluate employees’ performance is in line with what the rates believe should appraise their performance. However, Robbins (1998), asserts that there may truly be others who are able to do the job better.

4.2.5 Criteria of Performance Appraisal

The criterion or criteria that management choose to evaluate, when appraising employee performance, will have a major influence on what employees do. Mathis and Jackson (1997 and Robbins, 1998) affirmed that criteria for evaluating job performances can be classified as trait-based, behavioral based, or results based. The criteria MODFCSAD .uses to evaluate performance of subordinates, supervisors and managers are shown below. All the criteria in the appraisal form are of equal weight.

Table 8 List of MODFCSAD Performance Evaluation Criteria

No,	Non- Managers	Managers
1	Job knowledge	Job knowledge
2	Efficiency	Respect Rule
3	Communication	Communication
4	Punctuality & Attendance	Responsibility/Dependability
5	Duty consciousness	Cooperation
6	Responsibility/Dependability	Customer handling,
7	Cooperation	Management/Administrative ability
8	Effort to improve oneself	Innovation and Initiative

Source: Primary Data, 2024

Respondents were tested to indicate criteria which they believe should be added to the existing ones but not removed. The following list shows those recommended to be added to the extant Both managers and non- managers existing criteria accepted such as Job knowledge, Efficiency, Communication, Respect Rule, Punctuality & Attendance, Duty Responsibility/Dependability Duty consciousness, Cooperation improve oneself, Customer handling, Management Administrative ability and Innovation and Initiative. but the rest of them cannot be accepted without any reason. They believe should be added such as ability of utilizing technology, ability civil servant low existing criteria. The references offered by respondent's expression that there are criteria that should be added and removed from the current form being used by the response indicate that the existing appraisal form calls for revision. The should have revised its form in

light with dynamic work condition. The interview discussion conducted with the HR directorate also indicated that the has not made any revision on the appraisal form so far.

4.2.6 Methods of Performance Appraisal

Organizations currently use several methods to appraise performance Javari et al. (2009) denominated that there are three existent approaches for measuring performance appraisal. These are absolute standards, relative standards and objectives. Managers were asked about the performance appraisal method employed by the MODFCSAD. Their response is showed in table 9 below.

Table 9 Response on Performance Evaluation Method Employed by the MODFCSAD

Method	Frequency	Percent
BARS	8	12.3
Checklist	17	26.1
Graphic Rating Scale	40	61.5
Total	65	100

Source: Primary Data, 2024

As can be identified from table 17, 76.2% of managers indicated that the MODFCSAD is making use of Checklist method. 9.5% of mangers indicated they are using Graphic Rating Scale and 4.8% said BARS. But the MODFCSAD performance Appraisal form shows that it is Graphic Rating Scale (See APPENDIX F). Managers’ response indicates that they are not aware of the type of performance evaluation method they are using to evaluate their subordinates’ performance. This means they simply fill it and transfer to decision makers without comprehending it. They lack awareness on different types of performance evaluation methods. This will exacerbate the errors that could happen in connection with the evaluation methods. If raters are aware of the nature and pros and cons of a specific method they are employing, they will take due care while evaluating their subordinates.

Challenges of Performance Appraisal in MODFCSAD.

Problems related to performance appraisal can be of three general types. These are: human errors, problems of criteria, and problems of confidentiality (Saiyadain, 1999). Saiyadain further

listed human errors such as single criterion, strictness or leniency, halo error, central tendency errors, recency of events and similarity error. In line with this, employees of MODFCSAD. were asked to indicate the challenges they believe are prevalent in MODFCSAD. Accordingly, their response is shown in the following table:-

Table 10 Response on Performance Evaluation Challenges Prevailing in MODFCSAD Challenges.

Challenges	Non-managers		managers	
	Frequency	Percent	Frequency	Percent
Lack of rater ability to evaluate employee performance	13	23.6	-	-
No link between some evaluation criteria and employee job	12	21.8	3	30
Rater bias in evaluating performance	6	10.9	-	-
Absence of employee participation in setting performance Evaluation criteria	12	21.8	4	40
Lack of communicating performance standards and expectations to the employees	12	21.8	3	30
Total	55	100	10	100

Source: Primary Data, 2024

As depicted in the above table, 23.6% of non- manager respondents indicated lack of rater ability to appraise employee performance as performance evaluation challenge; while 21.8%, No link between some evaluation criteria and employee job, 21.8 % Absence of employee participation in setting performance Appraisal criteria and 21.8 % Lack of communicating performance standards and expectations to the employees. From manager respondents, 40%, 30%, 30%, Absence of employee participation in setting performance Appraisal criteria, No link between some evaluation criteria and employee job and Lack of communicating performance standards and expectations to the employees. Said lack of rater ability to evaluate employee performance, no link between some appraisal criteria and employee job, rater bias in evaluating performance, absence of employee participation in setting performance appraisal criteria and lack of communicating performance standards and expectations to the employees, respectively are performance appraisal challenges prevailing in the MODFCSAD.As the above response shows

though all challenges are believed to exist in MODFCSAD, indicated lack of rater ability to appraise employee performance and rater bias in evaluating.

4.2.7 Result and Discussions

While the policy dictates biannual evaluations, employees seem to desire more frequent feedback. This suggests a potential disconnect between policy and employee preferences. A shift to quarterly appraisals could be beneficial, allowing for more timely recognition of achievements and opportunities for course correction. Additionally, incorporating regular check-ins between formal appraisals would enable supervisors to provide more ongoing guidance and support. This could contribute to a more positive and productive work environment for both employees and managers. Employee participation in designing the appraisal form can increase ownership and improve the effectiveness of the system in several ways. First, it can help to ensure that the criteria used to appraise performance are relevant and meaningful to employees. When employees have a say in what is being measured, they are more likely to understand and accept the evaluation process. Second, employee participation can help to identify any potential biases in the appraisal form. By including a diverse range of perspectives in the design process, MODFCSAD can help to create a more fair and objective appraisal system. Finally, employee participation can help to increase employee buy-in to the performance appraisal system. When employees feel like they have a stake in the system, they are more likely to be supportive of it and to take an active role in their own development.

Transparency in the performance appraisal process is crucial. Having access to their results allows employees to understand their strengths and weaknesses, identify areas for improvement, and set goals for future development. Feedback, when provided constructively, can be a powerful tool for motivation and growth. When employees see how their performance aligns with expectations, they are better equipped to take ownership of their professional development. Additionally, transparency fosters trust and builds a positive working relationship between employees and supervisors. When employees feel they are being evaluated fairly and objectively, they are more likely to be engaged and productive. A clear and accessible appeals process is essential for ensuring fairness in the performance appraisal system. The existence of such a process demonstrates that MODFCSAD acknowledges the potential for bias and has measures in place to address it.

A well-defined appeals process should outline the steps employees can take to challenge an appraisal they believe is inaccurate or unfair. This could involve filing a formal complaint with the HR department or requesting a review by a neutral third party. The appeals process should be clearly communicated to all employees and supervisors.

Additionally, MODFCSAD could consider providing training to supervisors on how to conduct fair and objective appraisals, which can help to minimize the need for appeals in the first place. Timely and specific feedback is essential for employee development. It allows employees to understand their strengths and weaknesses, identify areas for improvement, and course-correct their behavior if necessary. Regular feedback also helps employees feel supported and valued by their supervisors, which can lead to increased motivation and engagement. Additionally, timely feedback can help to identify and address any performance issues early on, before they become more serious. MODFCSAD could benefit from implementing several strategies to encourage supervisors to provide regular and constructive feedback to their subordinates. First, the organization could hold workshops or training sessions on the importance of feedback and how to provide it effectively. Second, MODFCSAD could set clear expectations for how often supervisors should provide feedback, and this expectation could be incorporated into performance appraisals for supervisors. Finally, the organization could create a culture of feedback by encouraging supervisors and employees to openly discuss performance throughout the year. Providing fair and differentiated ratings based on performance is crucial. If similar ratings are given to avoid conflict, it can demotivate high performers and hinder overall growth. Training supervisors on effective appraisal techniques could be beneficial.

Documenting specific examples strengthens the credibility of the evaluation and provides valuable insights for improvement. Encouraging supervisors to use this method can enhance the overall effectiveness of the appraisal process. Maintaining records of performance can minimize recency bias and ensure a more comprehensive appraisal. A clear policy on record-keeping should be established and communicated to all supervisors. The identified purposes of performance appraisal at MODFCSAD align with common practices used to link performance to career development and organizational goals. While immediate supervisors are often involved in appraisals, including feedback from peers or customers can provide a more well-rounded perspective. MODFCSAD could explore incorporating additional assessors in the future. Clear and objective criteria are essential for ensuring fair and consistent appraisals.

MODFCSAD should consider revising the appraisal form to address employee concerns and ensure the criteria reflect the current work environment. Overall, the findings suggest that the performance appraisal system at MODFCSAD has some positive aspects, such as transparency in results and an appeals process. However, there are also areas for improvement, including employee participation in form design, providing timely feedback, and ensuring clear and objective appraisal criteria. By addressing these challenges, MODFCSAD can create a more effective performance appraisal system that benefits both employees and the organization.

5 CHAPTER FIVE

5.1 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1.1 Summary of Findings

The study was conducted with main objective of assessing performance appraisal practice and challenges at MODFCSAD and It tried to answer the following basic research questions.

- 1 .What Are the major performance appraisal challenges At MODFCSAD?
2. Why Performance appraisal challenges Happen At MODFCSAD?
3. How To solve challenges of performance appraisal MODFCSAD?

In order to answer the basic research questions data were collected from managers and non-managers using questionnaires and unstructured interview; the data were analyzed using SPSS version 16.0 and interpreted. Based on the discussion and data interpretation undertaken in the previous chapter, the following summaries of finding are derived. Most of the respondents showed that they receive performance feedback from their supervisors timely during the appraisal period. Respondents agreed that they have access to see their performance appraisal result. Non-negligible respondents were indifferent, however. Employees agreed that they can appeal to higher officials when they perceive their performance appraisal is biased and inaccurate even though reasonable numbers of respondents were neutral. It was identified that employees don't have opportunity to participate in designing performance evaluation form. Still there were respondents who said they got an opportunity to participate in designing of performance appraisal form. Both managerial and non-managerial employees agreed that there is no such practice of giving similar ratings to all staff members to avoid resentment and rivalry among colleagues. Nevertheless, there was meaningful number of respondents who agreed that there is practice of giving similar ratings to all employees.

Though most of the respondents agreed that their evaluators keep file of what they have done during the performance appraisal period and support the performance evaluation with specific

events of good and bad performances, there still were reasonable number of respondents indicating that their assessors do not keep file.

Most of respondents are comfortable with current frequency of conducting performance appraisal twice a year with significant number of respondents seeking it to be conducted trice and every 3 months. No reason is stated for current practice of conducting performance appraisal biannually than say that the Policy document dictates. It was learned that Performance appraisal result is used for salary increment, bonus and promotion purposes. Respondents indicated that performance evaluation is being done by immediate supervisors. There are few respondents who believe that performance appraisal should be done by colleagues and customers. It was found that the criteria used to appraise employees performance are clear and objective. But, there were meaningful number of respondents who said it is not objective and clear. Respondents indicated that there are performance evaluation criteria that should be added to and removed from the current form used by the MODFCSAD. It was discovered that respondents have differing opinion about customization of criteria. While majority of non-manager respondents said the criteria are customized based on characteristics of their job, large number of managers indicated it is not customized. It was learned that the MODFCSAD is using graphic rating scale as performance appraisal method. Respondents agreed that performance appraisal process of the MODFCSAD is worthwhile albeit non-negligible number of respondents said it is not worthwhile. It was found that there are challenges directly related to performance appraisal practice of MODFCSAD.

5.1.2 Conclusions

After careful analysis of performance appraisal its challenges at MODFCSAD is conducting Performance appraisal twice a year using graphic rating scale as a method. It is an immediate supervisor who is responsible to conduct performance appraisal. Employees are given feedback during appraisal period; are allowed to see their result and can appeal to higher officials if they believe their appraisal result is biased and inaccurate. The MODFCSAD raters use file of what employees have done during the performance evaluation period and support their performance evaluation with specific events of good and bad performances. The results of the study do confirm the existence of problems indicated in the statement of the problem. The MODFCSAD is using Performance appraisal result for the purpose of salary increment, bonus and promotion.

The criteria used to measure performance of employees are objective. But, among the criteria are some which don't have direct connection with the actual work and unclear to understand. Employees of perceive that performance appraisal has benefits to both the employees and the current performance appraisal process of the MODFCSAD is productive and helped in realizing the benefits of performance appraisal. The major challenges of Performance appraisal at MODFCSAD. Are lacks of rater ability to appraise employee performance, rater bias in appraising performance, lack of communicating performance standards and expectations to the employees, no link between some appraisal Assessment of Performance Appraisal Challenges at MODFCSAD Criteria and employee job, absence of employee participation in setting performance appraisal criteria and lack of focus and carelessness by some managers.

5.1.3 Recommendations

In connection with the summary of findings and conclusions drawn above, the following recommendations are provided to address the gaps identified by the study. The practice of having file on what employees have done during the appraisal period should be followed by all raters. With this regard the MODFCSAD HR directorate should follow up those who are not having file and encourage those using it currently. Performance appraisal should be conducted 3 or 4 times a year than construction it twice a year by taking into account the necessary resources required. Because frequent evaluation can avoid surprises and therefore later when the appraisal is communicated. On top of this the MODFCSAD management should motivate its supervisors and managers to give subordinates frequent feedback as much as possible, than waiting the appraisal period. It is this technique that employees can always improve their performance. Performance appraisal criteria must be revised in participation of the employees for they are the actual persons who do the job and appraised. Better to use combination of evaluators than only depend on immediate supervisors. Using combination of assessors improves subjectivity and other problems encountered with single evaluator. The MODFCSAD management must be to familiarize raters with different types of performance evaluation methods; mainly with the one the MODFCSAD is employing so that they will clearly identify the strengths and limitations of the method they are using. It is difficult to avoid rater bias for it is human nature to get biased somehow. But it is possible to reduce its degree through continuous training. Hence, the MODFCSAD management should give training to supervisors and managers who are responsible

for conducting performance evaluation. This will enhance raters' ability to appraise MODFCSAD.

5.1.4 REFERENCES

1. Cintrón, R. and Flaniken, F. (2008). Performance Appraisal: A Supervision or Leadership Tool? *International Journal of Business and Social Science*.
2. Danielle, S. and Buckley, M.R. (2005). The evaluation of the performance Appraisal process, *Journal of management History*.
3. Ikramullah, M., Shah, B., Faqir, S.K., Hassan, S. and Zaman, T. (2012). Purposes of Performance Appraisal: A perceptual Study of Civil Servants in District Dera Ismail Khan Pakistan. *International Journal of Business and Management*.
4. Jafari, M., Bourouni, A. and Amiri, R.H. (2009). A New Framework for Selection of the Best Performance Appraisal Method. *European Journal of Social Science*.
5. Kondrasuk, J.N. (2011). So What Would An Ideal Performance Appraisal Look Like? *Journal of Applied Business and Economics*. Assessment of Performance Appraisal Practice and Challenges at MOND.
6. Lansbury, R. (1998). Performance Management: A Process Approach. *Journal of Human Resource Management*.
7. Law, D.R. (2007). Appraising Performance Appraisals: A Critical Look at an External Control Management Technique. *International Journal of Reality Therapy*.
8. Longenecker, C.O. (1997). Why managerial performance appraisals are ineffective: Causes and lessons: *Journal of Career Development International*.
9. Lunenburg, F.C. (2012). Performance Appraisal: Methods and Rating Errors. *International Journal of Scholarly Academic Intellectual Diversity*.
10. Muhammad, I.R., Hassan, D.A., Saira, Y. and Amna, N. (2011). A critical analysis of performance appraisal system. *African Journal of Business Management*.
11. Obisi, C. (2011). Employee Performance Appraisal and Implication for Individual and Organizational Growth. *Australian Journal of Business and Management Research*.
12. Palaiologos, A., Papazekos, P and Panayotopoulou, L. (2011). Organizational justice and employee satisfaction in performance appraisal. *Journal of European Industrial Training*.
13. Prowse, P. and Prowse, J. (2009). The Dilemma of Performance Appraisal. *Journal of Measuring Business Excellence*. Rasheed, M.I., Aslam, H.D, Yousaf, S, and Noor, A. (2011). A

critical analysis of performance appraisal system for teachers in public sector universities of Assessment of Performance Appraisal Practice and Challenges at International MOND Pakistan: A case study of the Islamia University of Bahawalpur (IUB). *African Journal of Business Management*.

14. Reza, N. (1997). Performance Evaluation & Important Roles it plays, *Journal of Performance Management*.

15. Roberts, G. E. (2003). Employee performance appraisal system participation: A technique that works. *Journal of Public Personnel Management*.

16. Rosa and Forrest. (2008). Performance Appraisal: A Supervision or Leadership Tool? *International Journal of Business and Social Science*.

17. Schraeder, M. & Simpson J. (2006). How Similarity and Liking Affect Performance Appraisals. *The Journal for Quality & Participation*.

18. Shrestha, Shruti. (2007). Improving employee performance appraisal method through web-based appraisal support system: system development from the study on Thai companies. *IEICE TRANS. INF. & SYST.*, E90–D.

19. Toppo, L. and Prusty, T. (2012). From Performance Appraisal to Performance Management. *Journal of Business and Management*.

20. Mathis, Robert L. Jackson John H. (1997). *Human Resource Management* 8th ed., New York: West Publishing Company.

21. Mondy, W. (2008). *Human Resource Management*, 10th edition, Prentice-Hall.

22. Robbins, Stephen P. (1998). *Organizational behavior : concepts, controversies*, 8th, Prentice Hall.

23. Saiyadain, M. S. (1999). *Human Resource Management*, 10th ed., New Delhi, Tata

5.1.5 APPENDICES

5.1.6 APPENDIX A

Respondents' Age Category, Gender, Educational Background and Service Years

Gender	Non managers		Managers		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	15	27.3	8	80	23	35.4
Female	40	72.6	2	20	42	64.6
Total	55	100	10	100	65	100
Age Category						
Below 25 years	12	21.8	-	-	12	18.5
25-35 years	25	45.5	-	-	25	38.5
36-45 years	8	14.5	-	-	8	12.3
46-55 years	10	18.2	4	40	14	21.5
Above 55 years	-	-	6	60	6	9.2
Total	55	100	10	100	65	100
Educational Background						
High school complete	4	7	-	-	4	6.1
Diploma	16	29	-	-	16	24.6
Degree	35	64	8	80	43	66.2
Master's and above	-	-	2	20	2	3.8
Total	55	100	10	100	65	100
Years of Service						
1-2 years	2	4	-	-	2	3.1
3-5 Years	21	38	-	-	21	32.3
6-10 Years	10	18	2	20	12	18.5
Above 10 Years	22	40	8	80	30	46.1
Total	55	100	10	100	65	100

Source: Primary Data, 2024

The above table shows, of the total 65 respondents of them 23 are male and the remaining 42 are female respondents which are 35.4% and 64.6% of the respondents respectively. This expressions that majority of the respondents were female. The age category of respondents shows that maximum respondents are between categories of 25 to 35. From a total of 65 respondents 38.5% of them are the category of 25 to 35 respondents while 18.5% are under the category of 25 age and 12.3% are between 36-45, and age category between 46-55 which represent 21.5%, age category 55 above ,9.2% of total respondents respectively. This helps to see the view of employees from different age categories on the employee performance appraisal practice of the MODFCSAD as employees' age category has its own influence on the view they have regarding the practice. The wider and diversified the age group, the wider and diversified are the views of the employees on the issue under consideration. As to educational background of respondents large majority of both managers and non-managers are degree holders comprising 66.2% of total respondents while 6.1% comprise diploma and 24.6% high school complete in the case of non-managers. 3.8% are master's and above for both managerial and non-managerial employee. The fact that majority of respondents are having degree would help respondents understand and fill the questionnaires correctly so that the findings would be viable. As can be seen from the above table 46.1% of the respondents are in the service year category of above 10 years followed by 3-5 years , 6- 10 years and 1-2 which 32.5% ,18.5% and 3.1% respectively. This indicates that the respondents are well exposed to the performance appraisal practice of the MODFCSAD and its challenges. Hence, data collected from them is reliable.

6 APPENDIX B

Questionnaire for Non- managerial employees St Mary's University School of Graduate Studies MBA Program Questionnaire to be filled by Non-Managerial Employees Dear respondent, My name is SELAMU ERMSHO, prospective graduating student of MBA at Saint Mary's University. The purpose of this questionnaire is to collect firsthand information for a study being conducted on the topic, "Performance Appraisal Challenges at the MODFCSAD as partial fulfillment of Masters of Human Resource Management (MBA). To this end, I kindly request you to provide me honest information, to the best of your knowledge, so that the findings of the study would be legitimate. The study is purely academic research. Therefore, for sure, all your responses would be kept confidential. I would like to thank you for your willingness, effort and sharing precious time to fill the questionnaire and returning it the earliest possible.

Instruction: Please use tick mark (√) in the boxes provided to choose from the options given and answer in writing where appropriate. You don't have to write your name.

Part I: Respondent's Profile

Gender: Male Female

2. Age: Below 25 25-35 36-45

46-55 Above 55

3. Academic Qualification: High School Complete Diploma Degree
Master's and above

4. How many years have you been working ? 2-5 years 5-10 years above 10 year

Part II: General Information on Performance Appraisal

1. How often is your performance appraised in a year? Every month Every 3months
Every 4 months Every 6 months Once a year

2. How often do you think your performances should be appraised in a year? Every month

Every 3 months Every 4 months Every 6 months Once a year

3. Who evaluates your performance? (You may tick more than one). A) Immediate Supervisor B) Colleagues C) My Subordinate D) Myself E) Customers F) Others (specify)_____

4. In your opinion, who should appraise employees' performance? A) Immediate Supervisor B) Colleagues C) My Subordinate D) Employees themselves E) Customers F) Others (specify)_____

5. For what purpose(s) is the performance appraisal result being used in the MOND? (You may tick more than one). A) Salary Increment B) Bonus C) Promotion D) Training & Development E) Termination F) I don't know G) Others (specify)_____

6. For what purpose(s) do you think the appraisal result should be used? A) Salary Increment B) Bonus C) Promotion D) Training & Development E) Termination F) Others (specify)_____

7. a) Below mentioned are the criteria against which your subordinates' performance is evaluated. A) Job knowledge, B) Efficiency, C) Duty consciousness, D) Responsibility/Dependability, E) Cooperation, F) Personal integrity, maturity & self-discipline, G) Adaptability, H) Communication, I) Effort to improve oneself, J) Punctuality & Attendance, K) Health Condition, Neatness & Personal appearance, L) Leadership, M) Administrative Ability, N) Judgment, O) Initiation Please list additional criteria that you think should be included.

7.b) Of the following performance appraisal criteria used by the MODFCSAD underline the one(s) you believe must be excluded and state your reason. A) Job knowledge, B) Efficiency, C) Duty consciousness, D) Responsibility/Dependability, E) Cooperation, F) Personal integrity,

maturity & self-discipline, G) Adaptability, H) Communication, I) Effort to improve oneself, J) Punctuality & Attendance, K) Health Condition, Neatness & Personal appearance,

7. c) Mention any modification(s) which you think should be made for the appraisal criteria listed below and state reason. A) Job knowledge, B) Efficiency, C) Duty consciousness, D) Responsibility/Dependability, E) Cooperation, F) Personal integrity, maturity & discipline self, G) Adaptability, H) Communication, I) Effort to improve oneself, J) Punctuality & Attendance, K) Health Condition, Neatness & Personal appearance, L) Leadership, M) Administrative Ability, N) Judgment, O) Initiation Reason:

8. Which of the following challenge/problem(s) apply to the appraisal systems of the MODFCSAD? (You may tick more than one if appropriate).

- A) Lack of rater ability to appraise employee performance
- B) No link between some appraisal criteria and employee job
- C) Rater bias in appraising performance
- D) Absence of employee participation in setting performance evaluation criteria
- E) Lack of communicating performance standards and expectations to the employees
- F) Others, (Specify) _____

Part III: Information on Performance Appraisal Practice and Challenges Please mark (X) or tick (√) the statement that shows your level of agreement in the responses box.

Please note that: 5=Strongly Agree ___ 4=Agree ___ 3= Neutral ___ 2=Disagree ___ 1= Strongly Disagree

NO,	STATEMENTS RESPONSES	5	4	3	2	1
1	I understand benefit of Performance appraisal to the employee.					
2	The performance appraisal criteria used to measure my performance are clear and objective.					
3	I have got the opportunity to participate in the design of the performance appraisal form used to measure my performance.					
4	The performance evaluation form used to evaluate my performance is customized based on the characteristics of my job.					
5	The performance appraisal form used to evaluate my performance is customized based on the characteristics of my job.					
	I can appeal to the higher official if I perceive my result is biased and inaccurate.					
7	My supervisor frequently provides feedback in a timely manner during the appraisal period.					
8	In order to avoid resentment and rivalry among colleagues, my supervisor gives equivalent ratings.					
9	9 My supervisor generally supports his/her evaluation with specific incidents of good and poor performance.					
10	My rater usually keeps a file on what I have done during the appraisal period to appraise my performance					

6.1 APPENDIX C

Questionnaire for Managers

St Mary's University College School of Graduate Studies MBA Program Questionnaire to be filled by Managers Dear respondent,

My name is Selamu Ermsho, prospective graduating student of MBA at Saint Mary's University College. The purpose of this questionnaire is to collect first-hand information for a study being conducted on the topic, Performance Appraisal Challenges at MODFCSA department as partial fulfillment of Master's (MBA). To this end, I kindly request you to provide me genuine information, to the best of your knowledge, so that the findings of the study would be legitimate. The study is purely academic research.

Therefore, for sure, all your responses will be kept confidential. I would like to thank you for your willingness, effort and sharing precious time to fill the questionnaire and returning it the earliest possible. Instruction: Please use a tick mark (√) in the boxes provided to choose from the options given and answer in writing where appropriate. You don't have to write your name.

Part I: Respondent's Profile

1. Gender: Male Female

2. Age: Below 25 25-35 36-45 46-55 Above 55

3. Academic Qualification: High School Complete Diploma

Degree Master's and above

4. How many years have you been working? 2-5 years 1years above 10 years

Part II: General Information on Performance Appraisal

How often do you evaluate your subordinate's performance in a year?

Every month Every 3 months Every 4 months

Every 6 months Once a year

2. How often do you think your subordinate's performance should be appraised in a year?
Every month Every 3 months Every 4 months

Every 6 months Once a year

3. Who evaluates your subordinates' performance? (You may tick more than one).
A) Immediate Supervisor B) Colleagues C) His/her Subordinate D) Him/herself E) Customers F)
Others (specify) _____

4. In your opinion, who should appraise employees' performance? A) Immediate Supervisor B)
Colleagues C) Their Subordinate D) Employees themselves E) Customers F) Others
(specify) _____

5. For what purpose(s) is the performance appraisal result used in the? (You may tick more than
one). A) Salary Increment B) Bonus C) Promotion D) Training & Development E) Termination
F) I don't know G) Others (specify) _____

6. For what purpose(s) do you think the appraisal result should be used? A) Salary Increment B)
Bonus C) Promotion D) Training & Development E) Termination F) Others
(specify) _____

7. Which of the following performance appraisal methods do you use to evaluate your
subordinates? A) Essay Method B) Critical incident C) Checklist method D) Graphic rating scale
E) Forced Choice F) Behaviorally anchored rating scales (BARS)

8. a) Below mentioned are the criteria against which your subordinates' performance is
evaluated. A) Job knowledge, B) Efficiency, C) Duty consciousness, D)
Responsibility/Dependability, E) Cooperation, F) Personal integrity, maturity & self-discipline,
G) Adaptability, H) Communication, I) Effort to improve oneself, J) Punctuality & 17
Attendance, K) Health Condition, Neatness & Personal appearance, L) Leadership, M)
Administrative Ability, N) Judgment, O) Initiation Please list additional criteria that you think
should be included.

8. b) Of the following performance appraisal criteria used by, underline the one(s) you believe must be excluded and state your reason. A) Job knowledge, B) Efficiency, C) Duty consciousness, D) Responsibility/Dependability, E) Cooperation, F) Personal integrity, maturity & self-discipline, G) Adaptability, H) Communication, I) Effort to improve oneself, J) Punctuality & Attendance, K) Health Condition, Neatness & Personal appearance, L) Leadership, M) Administrative Ability, N) Judgment, O) Initiation Reason:

8. c) Mention any modification(s) which you think should be made for the appraisal criteria listed below and state reason. A) Job knowledge, B) Efficiency, C) Duty consciousness, D) Responsibility/Dependability, E) Cooperation, F) Personal integrity, maturity & self-discipline, G) Adaptability, H) Communication, I) Effort to improve oneself, J) Punctuality & Attendance, K) Health Condition, Neatness & Personal appearance, L) Leadership, M) Administrative Ability)Judgment)Initiation Reason:

9. Which of the following problem(s) apply to the appraisal systems of the? (You may tick more if applicable). A) Lack of rater ability to evaluate employee performance B) No link between some evaluation criteria and employee job C) Rater bias in appraising performance D) Absence of employee participation in setting performance appraisal criteria 18 E) Lack of communicating performance standards and expectations to the employees F) Others, (Specify)_____

Part III: Information on Performance Appraisal Challenges Please mark (X) or tick the statement that indicates your level of agreement in the responses box. Please note that: 5=Strongly Agree ___ 4=Agree ___ 3= Neutral ___ 2=Disagree ___ 1= Strongly Disagree

		RESPONDING				
NO	STATEMENTS RESPONSES	5	4	3	2	1
1	. know that employees understand benefit of Performance appraisal to the employees.					
2	The performance evaluation criteria used to measure my subordinates" performance are clear and objective.					
3	Employees have got the opportunity to participate in the design of the performance appraisal form used to measure their performance.					
4	The performance appraisal form used to appraise my subordinates" performance is customized based on the characteristics of their job.					
5	.My subordinates have access to see their performance appraisal result.					
6	Employees can appeal to the higher official if they perceive their result is biased and inaccurate.					
7	I frequently provide feedback to the subordinate in a timely manner during the appraisal period.					
8	In order to avoid resentment and rivalry among employees, I give them equivalent ratings.					
9	In generally support my appraisal with specific events of good and poor performances.					
10	In usually keep a file on what my subordinates have done during the appraisal period to appraise their performance.					
11	I think the performance appraisal process is worthwhile					

If you have any suggestions/ comments on the appraisal practices of the, please specify.

Thank you for your time! Selamu ermsho Phone: 0991736686 E-mail Address:

6.2 APPENDIX D

Amharic Version Questionnaire for non -managerial employees

የሰራተኞች ስራ አፈጻጸም ግምገማ ተግዳሮቶች ስለመጠይቅ ይመለከታል

ቅድስት ማርያም ዩኒቨርሲቲ

ድህረ ምረቃ ት/ቤት

የ" MBA " ፕሮግራም

ይህንን መጠይቅ የምትሞሉ ዉድ ወገኖች ስሜ ሰላሙ ኤርሚኛ ሲባል በቅድስት ማርያም ዩኒቨርሲቲ ድህረ ምረቃ ት/ቤት በ" MBA " ፕሮግራም በሰዉ ሃይል አስተዳደር ሁለተኛ ዲግሪ ዕጩ ተመራቂ ተማሪ ነኝ:

የዚህ መጠይቅ ዓላማ "የሰራተኞች ስራ አፈጻጸም ግምገማ ተግዳሮቶች በመከ/የሲቪል ሰራተኞች አስተዳደር መምረያ በሚል ርዕስ የሚደረግ መመረቂያ ጽሑፍ ዝግጅት የሚያገግል መረጃ መሰብሰብ ነው። በመሆኑም ተዓማኝና በሐቅ ላይ የተመሰረተ ድምዳሜ ላይ መድረስ ይቻል ዘንድ የሚያወቁትን ያህል እዉነተኛ መረጃ እንድትሰጡኝ በትህትና እጠይቃለሁ። ጥናቱ ሙሉ በሙሉ ለትምህርት ዓላማ የሚዉል ነዉ። ስለሆነም የእርስዎ ምላሽ በሚስጥር የሚጠበቅ መሆኑን ላረጋግጥልዎ እዉዳለሁ። ዉድ ጊዜዎን ሰዉተዉ ይህንን መጠይቅ መሙላትና ቶሎ ለመመለስ ስላሚተሳዩት ቀናነትና ፈቃደኝነት እጅግ በጣም አመሰግናለሁ።

መመሪያ: እያንዳንዱ ጥያቄ በሰጥኑ ላይ ይህንን (✓) ምልክት በማድረግ እና መጻፍ በሚያስፈልግ ቦታ ደግሞ በጽሑፍ መልስ ይስጡ። ስምዎትን መጻፍ የለባዎትም። በመከ/የሲቪል ሰራተኞች አስተዳደር መምረያ ዉስጥ በትንሹ አኘ ዓመት ያላገለገለ ለሰራተኛ መሙላት የለባዎትም።

ክፍል አንድ: የመላሾች ማንነት

1. ጾታ: ወንድ ሴት

2. ዕድሜ: ከ25 በታች ከ25-35 ከ36-45

ከ46-55

ከ55 በላይ

3. የትምህርት ደረጃ: ሁለተኛ ደረጃ ያጠናቀቀ ዲፕሎማ

ዲግሪ ሁለተኛ ዲግሪና ከዛበላይ ሌላ ካለ ይግለጹ_____

4. በሲቪል ሰራተኞች አስተዳደር መምረያ ምን ያህል ዓመት አገልግሎታል?

ከ2-5 ዓመታት ከ5-10 ዓመታት ከ10 ዓመታት በላይ

ክፍል ሁለት: የስራ አፈጻጸም ግምገማን በተመከተ አጠቃላይ መረጃ

1. ስራዎች በዓመት ስንት ጊዜ ይገመገማል?

በየወሩ በየ3 ወሩ በየ4 ወሩ

በየ6 ወሩ በዓመት አንድ ጊዜ

2. ስራዎች በዓመት ስንት ጊዜ መገምገም አለበት ይላሉ?

በየወሩ በየ3 ወሩ በየ4 ወሩ በየ6 ወሩ በዓመት አንድ

ስራዎችን የሚገመገመው ማን ነው? (ከአንድ በላይ መምረጥ ይቻላል)::

ሀ) የቅርብ አለቃዬ ለ/የስራ ባልደረቦቼ ሐ) ከእኔ ስር ያሉ ሰራተኛ መ) እኔ ራሴ ሰ) ደንበኞች

ረ) ሌሎች ካሉ ይግለጹ_____

4. በእርስዎ አስተያየት የሰራተኞችን የስራ አፈጻጸም ማንነዉ መገምገም ያለበት? (ከአንድ በላይ መምረጥ ይችላሉ)::

ሀ) የቅርብ አለቃ ለ) የስራ ባልደረቦች ሐ) ከሰራተኛዉ ስር ያለ ሰራተኛ መ) ሰራተኛዉ ራሱ ሰ) ደንበኞች

ረ) ሌሎች ካሉ ይግለጹ_____

5./ :በሲቨል ሰራተኞች አስተዳደር መምረያ የስራ አፈጻጸም ግምገማ ውጤትን ለምን ዓላማ ያወላል?
(ከአንድ በላይ መምረጥ ይችላል)::

ሀ)የደሞዝ ጭማሪ ለማድረግ ለ)ጉርሻ ለመስጠት ሐ)ለደረጃ ዕድገት መ)ለሰራተኛ ስልጠና ለመስጠት
ሠ)ሰራተኛን ከስራ ለማስወገድ ረ)ለምን ዓላማ እንደሚያወል አላወቅም) ሌሎች ካለ
ይግለጹ_____

6.በእርስዎ አስተያየት የስራ አፈጻጸም ግምገማ ውጤት ለምን ዓላማ መዋል አለበት? (ከአንድ በላይ
መምረጥ ይችላሉ)::

ሀ) የደሞዝ ጭማሪ ለማድረግ ለ)ጉርሻ ለመስጠት ሐ)ለደረጃ ዕድገት መ)ለሰራተኛ ስልጠና ለመስጠት
ሠ) ሰራተኛን ከስራ ለማሳገድ ረ)ሌሎች ካለ ይግለጹ_____

7.ሀ) ቀጥሎ የተዘረዘሩት የአንድ ሰራተኛ የስራ አፈጻጸም የሚገመገሙባቸው መስፈርቶች ናቸው::

(1)ስራውን ማወቁ (2)ቅልጥፍና (3)ኃላፊነት ለመወጣት ንቁ የሆነ (4)የሚታመን (5)ትብብር (6) ወጥነት፣
ብስለትና ራስን መግዛት (7) ከሁኔታዎች ጋር መስማማት/መላመድ/ (8) ከሰዎች ጋር መግባባት (9)ራስን
የማሻሻል ጥረት (10)ቀጠሮና ሰዓት ማክበር (11)የጤና ሁኔታ፣ንጽህናና ገጽታ መካተት አለባቸው
የሚሏቸው+ጭማሪመስፈርቶችካለይዘርዘሩ::

7.ሐ) በስራ አፈጻጸም ግምገማ መስፈርቶች ላይ ማድረግ አለበት የሚሉት ማሻሻያ ካለ ከነ ምክንያቱ
ይግዱ:: (1) ስራውን ማወቁ (2) ቅልጥፍና (3) ኃላፊነትን ለመወጣት ንቁ የሆነ (4) የሚታመን (5) ትብብር
(6)ወጥነት፣ ብስለትና ራስን መግዛት (7)ከሁኔታዎች ጋር መስማማት/መላመድ/ (8) ከሰዎች ጋር መግባባት
(9)ራስን የማሻሻል ጥረት (10)ቀጠሮና ሰዓት ማክበር (11)የጤናሁኔታ፣ ንጽህናና ገጽታ ምክንያት:

8.ከሚከተሉት ተግደሮቶች (ችግሮች) የትኛው ነው የስራ አፈጻጸም ግምገማ ስርዓት ላይ የሚንጸባረቀው?
(ከአንድ በላይ መምረጥ ይቻላል)::

ሀ)የገምጋሚው የብቃት ማነስ ለ)የአንዳንድ የስራ ግምገማ መስፈርቶች ከስራው ጋር የማይገናኙ መሆን ሐ)በገምጋሚው የሚፈጸም አድልዎ መ)የስራ አፈጻጸም ግምገማ መስፈርት ሲዘጋጅ ሰራተኞችን አለማሳተፍ ሠ)የስራ መለኪያዎችንና ከሰራተኛው የሚጠበቀውን ነገር ቀድሞ አለማሳወቅ ረ)ሌሎች ካለ ይጥቀሱ _____

ክፍል ሦስት:

የስራ አፈጻጸም ግምገማ ተግዳሮቶችን የሚመለከት መረጃ የእርስዎን የመስማማት ደረጃ በሚገልጽ ዐረፍተ ነገር ፊት ለፊት ባለው ሳጥን ውስጥ (X) ወይም (√) ምልክት ያድርጉ::

ማስታወስ5=በድንብእስማማለሁ__4=እስማማለሁ__3=መካከለኛ__2=አልስማማም__1=ፈጽሞአልስማማም ማለት ነው::

ተቁ	ዐረፍተነገሮች	5	4	3	2	1
1	የስራ አፈጻጸም ግምገማ ለሰራተኛውና ያለውን ጠቀሜታ እንደዘገለጸው።					
2	ስራዬ የሚገመገምበት መስፈርት ግልጽና ከአድልዎ የፀዳ (እውነት ላይ የተመሰረተ) ነው።					
3	ስራዬ የሚገመገምባቸው መስፈርቶች ሲዘጋጁ የመሳተፍ ዕድል አግኝቼ አዉቃሁ።					
4	ስራዬ የሚገመገምበት መስፈርት የስራዬን ባህሪ በመመረከዝ የተዘጋጀ ነው።					
5	የስራ አፈጻጸም ግምገማ ዉጤቴን ላማየት አልከለከልም።					
6	የስራ አፈጻጸም ግምገማ ዉጤቴ አድልዎ ያለበትና የተሰሳተ መስሎ ሲታየኝ ወደ ከፍተኛ ባለስልጣን አቤት ማለት እችላለሁ።					
7	አለቃዬ በስራ አፈጻጸም ግምገማ ወቅት ተከታታይ አስተያየት ወዲያዉኑ ይሰጠኛል።					
8	አለቃዬ ቅሬታ እንዳይቀርበበትና በሰራተኞች መካከል ፍክክር እንዳይኖር በማሰብ ለሁሉም ሰራተኛ ተቀራራቢ ዉጤት ይሰጣል።					
9	አለቃዬ ግምገማዉን በአንድ ወቅት የተፈጸሙ መልካምና መልካምያልሆኑ የስራ አፈጻጸሞችን እንደማስረጃ በማቅረብ ይደግፋል።					
10	አለቃዬ(ገምጋምዬ) ስራዬን ለመገምገም ከግምገማዉ ጊዜ በፊት የሰራሁትን ስራ መዝግቦ ይይዛል።					
11	የስራ አፈጻጸም ግምገማ ሂደት ጠቃሚና አስፈላጊ ነው።					

የስራ አፈጻጸም ግምገማ ልማድ በተመለከተ የሚሰጡት አጠቃላይ አስተያየት ይግለጹ።

ጊዜዎችን ስለሰጡኝና ስለተባበሩኝ በጣም አመሰግናለሁ!

ሰላሙኤርሚሾ ስልክ: 0991736686 / 0913791086

ኢ-ሜልአድራሻ: _____

6.3 APPENDIX E Interview discussion questions with Human resource directorate

1. For what purpose is using performance appraisal result?
2. How often is the conducting performance appraisal in a year?
3. How often do you think it should be conducted in a year? Why?
4. Who evaluates employees' performance?
5. How is the practice of participating employees in designing performance appraisal form?
6. What are the major challenges of performance appraisal ?