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A Comparative Study of Performance Management Practice in the Republic of Ireland, as Influenced by it's Expansion from the Private Sector to its Public Equivalent.

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A comparative study of performance management
practice in the Republic of Ireland, as influenced by
its expansion from the private sector to its public
equivalent

by

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for the award

of

Master of Philosophy (MPhil) by Research

by

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Abstract

This is a study of performance management (PM) that examines its comparative practice in the Republic of Ireland, as influenced by its expansion from the private sector to its public equivalent. The research objectives of this study are to establish the level of incidence of PM practice in both sectors, to consider how PM is practised, including the mechanisms employed, to determine the objectives of the PM processes for these organisations and to ascertain the comparative perceived impact and effectiveness of PM. It was established that there was a gap of nine years since the last quantitative analysis of the subject matter in Ireland had been conducted. A random sample based on five strata was deployed for the purpose of the primary research. A self-administered questionnaire was distributed nationwide in 2007/08 to 499 organisations, yielding a 41% (n=204) useable response rate. The findings confirm a high level of PM practice in Ireland, particularly in the public sector. Probably the most significant discovery, however, is that the vast majority of respondents believe PM to be effective. Nevertheless, its level of effectiveness is deemed significantly higher in private sector. The top three objectives of performance management systems (PMS) across both sectors are to agree key objectives, improve future performance and provide feedback on current or past performance. The survey evidence also reveals the main inhibitors of PM to be the perceived lack of follow up and support by management to agreed PM outcomes, failure to review or monitor the system and the presence of too much paperwork. Both sectors are in accord regarding the key goal of their system, which is to agreeing key objectives with staff. Hence, it was also established that 'objective setting' was the most popular and effective mechanism or scheme type of appraisal used. Of the features of PM, performance-related pay (PRP) is growing in the private sector, and, it is considered by researcher that this study offers for the first time, empirical evidence of its presence in the public sector. This research has successfully filled the research gap of nine years on PM practice in Ireland in both the private and public sector. It demonstrates to the reader the advances made by both sectors in this regard over the past 50 years. The research has been limited by an absence of analysis of PM *vis à vis* a number of areas such as the management of change, high performance work systems, employee engagement, the separation of performance review from the pay review and how to manage the underperformer. However, it does reveal the opportunity for further study, e.g. a qualitative analysis of the topic focusing on the opinion of the employee and line manager and their perception of PM.

Declaration

I certify that this thesis which I now submit for examination for the award of Master of Philosophy (MPhil) by Research is entirely my own work and has not been taken from the work of others, save to the extent that such work has been cited and acknowledged within the text of my work.

This thesis was prepared according to the regulations for postgraduate study by research of the Dublin Institute of Technology and has not been submitted in whole or in part for another award in any Institute.

The work reported on in this thesis conforms to the principles and requirements of the Institute's guidelines for ethics in research.

The Institute has permission to keep, lend or copy this thesis in whole or in part, on condition that any such use of the material of the thesis be duly acknowledged.

Signature:  Date: 2/6/16

Candidate

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Chapter One - Introduction

1.1 Context to this study

This dissertation is a comparative study of performance management (PM) practice in the Republic of Ireland in the private and public sectors. This investigation was carried out using a quantitative technique consisting of a self-administered questionnaire. This primary research took place in 2007/08. To put this study in context, the review of the literature established to the researcher a research gap of nine years since the last comparative study was made in Ireland.

1.2 Rationale for this study

Given the context, Chapter Two (Literature review) sets the scene, tracing the history of PM and its evolution in Ireland, examining its methods, features, mechanisms and schemes. It also investigates its prevalence, impact and perceived effectiveness. Ireland is compared and contrasted with (for the most part) two other jurisdictions, namely the USA and the UK. PM has been greatly influenced by the theory of appraisal, while its potential in the modern era is also explored in such specific areas as development, reward and measurement. The introduction of PM within the Irish public sector was greatly influenced by its inclusion in the National Partnership Frameworks from 1997 to 2009. The impact of culture is considered, the prevailing one in the private sector being that of individualism, while within the public sector, it has traditionally been perceived as bureaucratic and dominated by a role culture and a spirit of collectivism. It is understood that the aims of the latter sector have now changed, moving from stability and predictability - in the face of competition from its private equivalent - to include the recognition of the importance of managing performance. Pen-ultimately, while there is

much evidence of the prevalence and impact of PM from other studies, both Irish and foreign, there appears to be a lack of consensus regarding its effectiveness. The research gap identified greatly influenced the construct of the research statement.

1.3 The research statement, the four research questions and their rationale

As stated in Chapter Three (Methodology) the research statement of this study is as follows:

A comparative study of PM practice in Ireland, as influenced by its expansion from the private sector to its public equivalent.

The research objectives emanating from the research statement are as follows:

1. To compare the incidence of PM practice amongst public and private (Irish-owned and foreign-owned) sector organisations;
2. To consider how PM is practised by these organisations, including the mechanisms employed;
3. To determine the objectives of the process for these organisations;
4. To ascertain the comparative perceived impact, or effectiveness, of PM.

The research statement is greatly influenced by the research gap already identified while the four research objectives were determined by the emphasis placed on these subject areas in similar studies (both Irish and foreign) as discussed in the Chapter 2 and specific gaps in the construct of earlier surveys as listed here:

1. The Shinavath (1987) survey does not offer a proportional breakdown of the Irish public sector.
2. The PricewaterhouseCooper/University of Limerick (PwC/UL) (1992) survey is limited by its use of an employee class size of 200 or more. This

excludes small-to-medium enterprises (SMEs), which employ 50-200 employees.

3. The surveys by McMahon and Gunnigle (1994), and McMahon (1999, 2009) focused mainly on appraisal systems, and not on the holistic nature of PM, as evidenced in the 1997 United Kingdom (UK) survey by Armstrong and Baron (2003).
4. The above surveys were carried out by use of a convenience sample confined in the main to the greater Dublin area, thereby limiting the generalisability of their results.
5. The 1997 UK survey by Armstrong and Baron (2003) is, for the most part, answered only on behalf of the biggest group covered by PM in the respondent's organisation, and not on the workforce as a whole.
6. Armstrong and Baron's (2003) survey, and the subsequent Chartered Institute of Personnel and Development (CIPD) UK surveys (2004 and 2009), do not offer a breakdown of public sector respondents.
7. The surveys conducted by the Irish Business and Employers' Confederation (IBEC) (from 2002 to 2012) concern general HR practice, with a section on PM practice, and so are not dedicated to PM alone.

This study is conducted using a probability stratified random sample. The questionnaire was posted to just under 500 organisations across all 26 counties of the Republic of Ireland, yielding 204 useable responses (41%). The immediacy and importance of the chosen research statement and accompanying objectives is their originality and potential to offer the reader a unique insight in to PM practice in Ireland based on the results of the survey. This study asserts that from careful analysis of the empirical evidence gleaned from this primary research and that contained in Chapter Two, PM incidence and practice in Ireland has grown substantially in the fifteen-year period, 2000-2015, particularly in the public sector. PM objectives are similar in both private and public

sectors. The perceived impact and effectiveness of this concept varies between, and within, each sector, but is seen overall, as having achieved its goals of agreeing key objectives, improving future performance and providing feedback in regard to past or current performance.

1.4 Overview of data analysis

Chapter Four (Data Analysis) involves two forms of analysis – univariate and bivariate. The first covers an examination of the answers to all 32 questions contained in the questionnaire. The second compares and contrasts the answers from the viewpoint of the two variables under scrutiny, namely the private and public sector. The univariate analysis reveals responses from a cross-section of Irish industry, including over a quarter from the public sector. The biggest category response within the public is from the semi-state division, whilst the largest business category is a combination of different types of organisations within the services industry. It will be seen that almost three quarters of respondents are PM practitioners, employ 500 people, with the majority of all management and staff covered by the process and by agreement with the trade unions. However, PM is not free from criticism, with inhibitors identified and discussed in length by both those who no longer use the process and contemporary practitioners. The number of mechanisms used is investigated whilst the most popular among them is further identified. Three features of PM - personal development plans (PDPs), team development plans (TDPs) and performance-related pay (PRP) are found to be present in both sectors, the latter a recent phenomenon in the public sector. This study acknowledges the difficulty employers have in maintaining PRP and training and development commitments in times of recession, most notably since 2008. The primary research further reveals which sector has a higher incidence of PM. It also reports who

is covered under the PM umbrella and how influential or otherwise were the trade unions in achieving this. The last research objective makes for a most compelling finding regarding the level of effectiveness of PM in Ireland today. It looks too at how PM is evaluated and maintained and unearths the differing effectiveness levels on a sectorial basis.

Chapter Two – Literature review

2.1 Introduction to literature review

This is a study of the concept and practice of PM. It includes an assessment of the topic from an international and an Irish perspective. This literature search covers many jurisdictions outside the Republic of Ireland (to be referred to as ‘Ireland’ throughout). In the interest of conciseness and relevance, it is mainly confined to comparing and contrasting PM practice in Ireland with that of the United Kingdom (UK) and the United States of America (USA). The reason for this is that the UK is Ireland’s nearest economic and political neighbour and the US is one of Ireland’s biggest employers as well as the leader in the theory and practice of performance appraisal (PA), more commonly termed today as PM.

This review commences with a definition of PM and its earliest history. It then examines management by objectives (MBO) and performance appraisal (PA), as the precursor to PM, in the 1970s. The research focuses on the evolution and prevalence of PM, and its role in Ireland in both the private and public sectors. Subsequently, the review analyses a number of elements of PM, with particular reference to its various features and mechanisms. One of the more notable elements includes the relationship of performance with development and reward. The discussion of the latter includes the topic of PRP, and how it has impacted on the practice of human resource management (HRM). The influence of culture on PM is also explored, paying particular attention to the different approaches that are made to the process by the private (or commercial, or business) and public sectors, to be referred to throughout as ‘the sectors’, ‘the two sectors’, ‘both sectors’ or ‘each of the sectors’. The review concludes with an exploration of the impact and perceived effectiveness of PM here in Ireland, the UK, the

US and beyond. It strives to achieve a synthesis of the empirical data available to the researcher from these three countries.

Although much information has been gathered from the literature reviewed, a deficit in information regarding the two sectors in Ireland, and their relationship with PM, has been highlighted. This deficit takes the form of a lack of empirical evidence relating to the year 2007 (the year that this review originally ended), in regard to comparable and contrasting PM practice in the sectors since 1998 (McMahon, 1999). The literature review has since been expanded to 2014, and therefore includes survey results and commentary published since 2007, most notably those of Varma *et al.* (2008) and McMahon (2009a).

2.2 Performance management defined

The Irish Business and Employers Confederation (IBEC, 2004) explains that PM is an imprecise term. It cites Armstrong and Baron (2003) as evidence of this, who offer almost 20 definitions. One such definition describes PM as ‘a strategic and integrated approach to delivering sustained success to organisations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors’ (Armstrong and Baron, 2003: p.7). From the Irish private sector perspective, IBEC (2004) explains that PM is concerned with: management by objectives (MBO), performance planning, processes and inputs, performance improvement, personal development, communication, HR planning and reward and recognition.

Considering PM from the Irish public sector perspective, it is described by the Department of Public Expenditure and Reform (2010) as being concerned with creating a culture that encourages the continuous improvement of business processes and of

individuals' skills, behaviour and contributions. It notes that PM centres on the role and effectiveness of line managers in setting goals and reviewing and strengthening the performance of their staff. The formal recording of this information is achieved through a performance management and development system (PMDS). Armstrong and Baron (2003) expand on the topic, declaring that PM is:

1. **Strategic:** concerned with the broader issues and the general direction in which it intends to go to achieve longer-term goals
2. **Integrated** (in four senses):
 - i. **Vertical integration:** linking or aligning business, team and individual objectives
 - ii. **Functional integration:** linking functional strategies in different parts of the business
 - iii. **Human resource (HR) integration:** linking different aspects of HRM, especially organisational development and human resource development (HRD) and reward, to achieve a coherent approach to the management and development of people
 - iv. **Integration of individual needs with those of the organisation,** as far as possible.
3. **Concerned with performance improvement** in order to achieve organisational, team and individual effectiveness. Performance is not only about *what* is to be achieved but also about *how* it is achieved
4. **Concerned with development:** this is perhaps the most important function of PM.

Warren (1972) describes what is expected of PM practitioners:

Expectations – tell the workforce what is specifically expected of them;

Skill – staff having the technical knowledge and skill as a prerequisite to carrying out the tasks;

Feedback – employees must be told clearly, without threats, how they are progressing, in terms of expectations;

Resources – employees require the time, money and equipment necessary to carry out their duties at the optimal level;

Reinforcement – employees must be positively reinforced for desired performance.

This review highlights that the two terms PA and PM are used almost interchangeably by many authors, particularly American authors, whereas, in fact, they are referring to the umbrella term PM. This is confusing, and indeed quite ironic, considering that the term originated in the US. The researcher has decided to remain faithful to the various writers, and to use the term 'PM' where used by that author, and to similarly refer to PA as 'PA' when this is chosen by the relevant author.

The IPM (1992) describes PM as a practical approach to the achievement of HRM. This is realised by the integration of HR strategies with business strategies, treating people as assets to be invested in and obtaining higher levels of contribution from the workforce through training and development. The latter is frequently accompanied by reward management. Armstrong and Baron (2003) add their voice to the topic of 'terminology'. Their 1997 survey found that, since the 1991 IPM (1992) survey, PM is more generally regarded as a process than as a 'system', the latter term conjuring up more rigid, mechanistic imagery.

Redman and Wilkinson (2009) state that a key feature of PM is that it positions objective-setting and formal appraisal at the heart of the process. A more succinct interpretation of PM is provided by McMahon (2005, p.2), describing it as 'a process for establishing a shared understanding about what is to be achieved'. He identifies PM's capabilities or potential in such areas as aiding performance-related pay (PRP) (see Appendix I for a full definition), coaching, training and the development of staff. He further demonstrates that PM can improve lines of staff communication, set objectives, manage under-performers and aid succession-planning. McMahon (2005) clearly identifies that the central component of this capability is to appraise the staff member. This is done at least annually through a choice of one mechanism or a

combination of mechanisms, as also described in Appendix I. The staff member is then formally reviewed, and performance is discussed at interview level with the line manager.

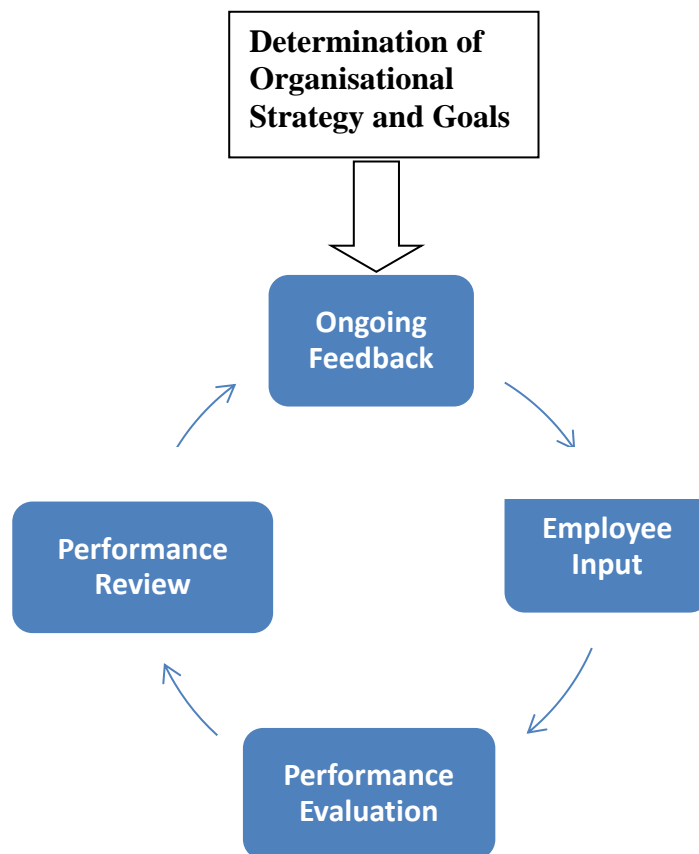


Figure 2.1

Characteristics of the performance management process in US organisations

Source: Varma *et al.* (2008)

Varma, Budhwar and De Nisi's (2008) global study covered PM practice in 11 jurisdictions, namely USA, Mexico, UK, France, Germany, Turkey, India, China, South Korea, Japan and Australia. They define PM on their cover page (hence no page number) as follows: 'the system by which organisations set work goals, determine performance standards, assign and evaluate work, provide performance feedback, determine training and development needs, and distribute reward'. They illustrate, as depicted in Figure 2.1 above, the importance of planning when setting up a PM process or system. For Varma *et al.* (2008), the planning cycle typically begins with a discussion of what is expected of employees, in terms of results and behaviours. They continue that this step is important because it helps employees to understand what is expected of them. It also requires the articulation of evaluation standards, thereby increasing transparency and fairness. Varma *et al.*'s (2008) definition differs from that of Armstrong and Baron (2003), in its reference to reward, calling attention to the somewhat contentious issue of PRP. According to Gilliland and Langdon (1998), research shows that it is important for employees to perceive that their PMS is fair, thus mitigating negative feelings associated with less favourable outcomes of performance development and review meetings. Figure 2.2, below, summarises the sequence of the PM process, with the focus of development at its core:

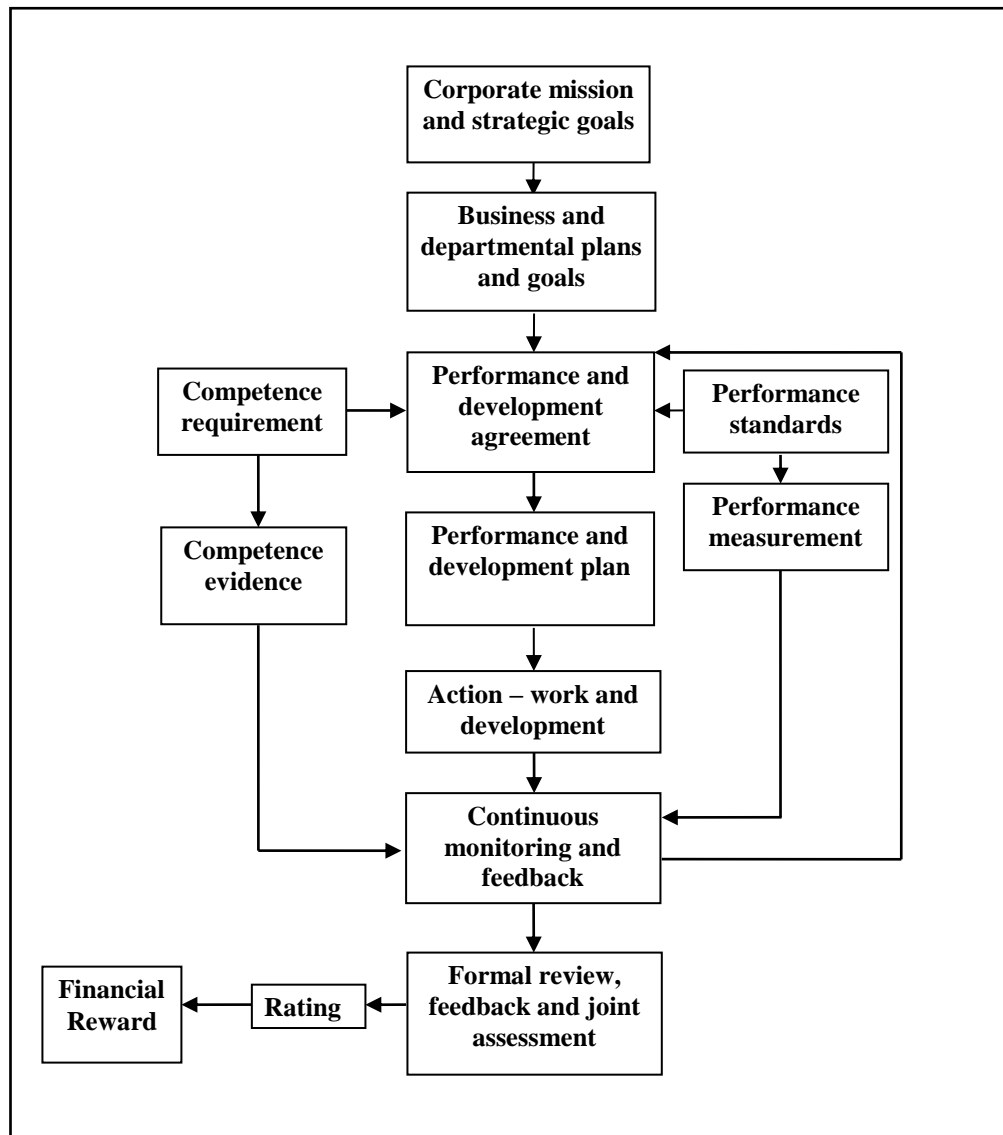


Figure 2.2

The performance management sequence

(Cave and Thomas, 1998, as adapted by Armstrong and Baron, 2003)

This sequence begins with the setting of corporate and strategic goals by the organisation, which then leads to goal-setting at departmental and individual employee levels. Marchington and Wilkinson (2011) outline the principal components of the PM system (PMS) or process, as depicted in Figure 2.3 below:

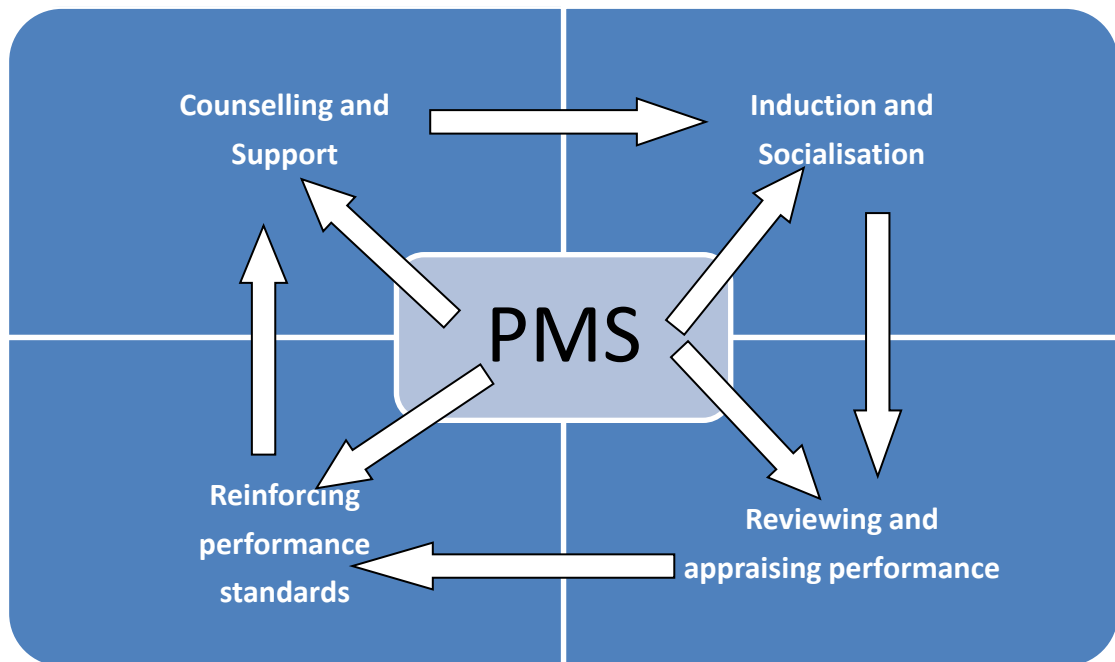


Figure 2.3

The principal components of the performance management system

Source: Marchington and Wilkinson (2011)

They include the induction of new staff as part of the PMS, on the basis that, from the outset of their employment, employees should understand not only the nature of their tasks, but also how these fit into the broader organisational culture. Plachy (1987) explains that this linking of objectives gives PM a holistic approach to people management, and differs from 1950s MBO, and indeed 1970s PA, in that it now includes the individual's personal needs and objectives, and links them to corporate or team goals. It is now necessary to contextualise the precursor to modern-day PM by explaining briefly early approaches to PA, the arrival of MBO and the gradual decline in PA as PM began to gain in popularity from its inception in the US during the mid-1970s.

2.3 Early approaches to performance management (performance appraisal)

Varma *et al.* (2008) describe performance appraisal (PA) as a subset of PM, referring to such activities as applying to each employee and, traditionally, including some type of manager-employee feedback session. Evaluating performance, providing feedback and developing employee potential through motivation with the aim of increasing productivity and boosting morale are all considered the core strengths of PA (McMahon and Gunnigle, 1994; the UK Advisory, Conciliation and Arbitration Service (ACAS), 1988; Long and Gill, 1986; Lazer and Wilkstrom, 1977).

The earliest recorded approaches to PM came in the form of rating scales used in imperial China, dating from the third century A.D. (Patten, 1977, cited in McMahon and Gunnigle, 1994). This mechanism was also carried out in the 16th century by the Jesuit Order (Armstrong and Baron, 2003). The following century witnessed a Dublin newspaper allegedly rating legislators (Bruden, 2010). In Scotland, a 19th century cotton mill workforce operated under a merit-rating system, while, in the 1850s, there is record of the use of appraisal forms in US federal government offices (McMahon and Gunnigle, 1994).

Scientific management (incorporating industrial engineering) was devised in the US by F.W. Taylor in the early years of the 20th century. This pioneered the systematic observation, measurement and task specialisation of employees (Armstrong, 2009). Prior to 1914, another American, W.D. Scott, introduced a merit-rating system based on personality traits; e.g. judgement or integrity. Qualities such as leadership or cooperativeness were also rated. He also invented 'paired comparison' (see Appendix I). The 1920s witnessed the reform of rating in the US army, which supplanted

promotion by length of service with that based on merit. This policy was similarly adopted in the civilian workplace of the UK in the 1920s and 1930s.

The development of PA and, subsequently, PM was further influenced by both World Wars (1914-18 and 1939-1945) (McMahon and Gunnigle, 1994) and the behavioural science movement of the 1930s (Gunnigle *et al.*, 1997). The latter movement suggested that employees' behaviour and performance were influenced by both motivation and needs, as well as by working conditions and practices (Roethlisberger and Dickson, 1939; Mayo, 1952). However, by the 1950s, McGregor (1972) was criticising the apparent subjective nature of appraisal, and called for appraisees to be granted more ownership of the process.

2.4 Management by objectives (MBO)

Hive (1975) explains that the evolution of management practice would appear to have been conditioned by the successive embraces of a whole range of management movements — starting with the scientific management movement of Taylorism, through to the social science movement which is prominent today. A characteristic of all of these movements is that they rarely seem able to sustain the promise of their initial impact, because they are essentially movements for the employer and management, rather than popular movements.

Hive (1975) adds that the ideology of management by objectives (MBO) does, however, come close to that of a genuine social movement, but only if it is interpreted and applied correctly. It is a system devised in 1954 by Drucker (1994). Originally intended to concentrate principally on the measurement of the performance of managers (Armstrong and Baron, 2003), this system moves away from the subjectivity of trait-rating, and is designed to ensure that individual and corporate objectives are integrated. However, the

system faltered because of its over-emphasis on the quantification of objectives (i.e. outputs), the consequential paperwork and the practice of failing to relate the objectives of individual managers to corporate goals (Levinson, 1970; Armstrong and Baron, 2003). It also failed to recognise that an organisation is a network of interpersonal relationships, and therefore ignored individual managers' personal needs and objectives. However, by the 1970s, it had been broadened to include the interests of employees (Armstrong and Baron, 2003). Williams (cited in Neale, 1991) reports that objective-setting enables employees to know what is required of them, and on what basis their performance and contribution will be assessed. Many organisations use the 'SMART' mnemonic as devised by Doran (1981) to summarise the characteristics of good objectives for their workforces, as a basis to practise MBO and, latterly, PA:

S = specific/stretching – clear, unambiguous, straightforward and understandable

M = measurable – quantity, quality, time, money

A = acceptable/agreed and achievable – between individuals and their managers or team leaders

R = realistic and relevant, yet challenging – within the control and capability of the individual

T = time-framed – to be completed within an agreed timescale.

James (2010) observes that, in a coaching relationship, these objectives or goals are not meant to be restrictive, but empowering. Indeed, the popularity of objective-setting and review in modern-day PM is also based on the utilisation of the above characteristics.

MBO was followed by experimental work on critical incident techniques, as devised by Flanagan (1954), and behavioural anchored rating scales (BARS), first introduced by Smith and Kendall (1963) (Appendix 1 also refers to this). Schwab and Heneman

(1975) observe that the major advantage of BARS is that the evaluator has to make few inferences about the employee. The evaluator is thus cast more in the role of observer, and less in that of judge. Armstrong and Baron (2003) conclude that both critical incident techniques and BARS take time to develop, and have therefore not gained much acceptance. Varma *et al.* (2008) report, meanwhile, that, in the 1960s and 1970s, a considerable amount of research was focused on peer and customer appraisal. This marked a move away from a primary reliance on supervisory ratings. Armstrong (2006) concludes that, by the end of the 1960s, goal-setting and performance evaluation in PA became the main focus, instead of personality assessment.

2.5 Performance appraisal in the 1970s

A. Strengths

McMahon and Gunnigle (1994) report recognition in the 1970s for appraisal as having the potential to provide significant help in meeting organisational objectives. They add that this had spread to the public sector, where legislation pertaining to staff appraisal for civil servants had been introduced by the Commission of the European Economic Community (EEC, now the European Union (EU)) in Brussels, Belgium, and in a number of national civil service (CS) frameworks. This legislation often extended to the frequency, content, basis and right of appeal relating to such appraisals. Fletcher and Williams (1976), in their 1974 study on PA in the UK public sector, relate that a degree of openness had been grafted on to the existing process by employer, trade union and employee. In training, the interviewers (appraisers) had been told not to address more than two performance weaknesses in any one interview (appraisal). The results indicate that interviews perceived as containing a balanced review, or feedback of the individual's strengths and weaknesses in performance, achieved the greatest positive effect overall on the part of the interviewee (appraisee). Those interviews containing no

such feedback were relatively ineffectual. Meanwhile, in the private sector, a US study by Mount (1983) compared managerial and employee satisfaction with a PA system in a large MNC. The results indicate moderate satisfaction with the appraisal system amongst both cohorts. The survey was conducted at a time of increasing concern, on the part of the US federal government and many commercial organisations, which found that most PA systems were not satisfying the objectives for which they were designed (Latham and Wexley, 1981; Lazer and Wikstrom, 1977). Over 50% of those surveyed had developed new appraisal systems within the last three years, such was their dissatisfaction with their original system.

B. Weaknesses

Ironically, it is the weaknesses of PA that have led to the growth of PM. This is identified by many of the aforementioned writers ((McGregor (1972), Warren (1972), IPM (1992), McMahan and Gunnigle (1994), Armstrong and Baron (2003), Varma *et al.* (2008), Redman and Wilkinson (2009) and Marchington and Wilkinson (2011)). The 1977 Institute of Personnel Management (IPM) (now Chartered Institute of Personnel and Development (CIPD)), UK study reports the following as common defects in the PA system:

- poor training of appraisers
- lack of consultation
- lack of support from senior management
- too much paperwork
- poor feedback provided to appraisees.

McMahan and Gunnigle (1994) define a poor appraisal system as one that tends to be neglected, where possible, and regarded as a useless piece of bureaucracy to be utilised only at the behest of the HR department. Armstrong and Baron (2003) report that a

change in thinking took place during the 1970s. Essentially PA came to be perceived as a 'prop' of the personnel department and no longer regarded as a normal and necessary process of management. They record that it was isolated, not linked to the objectives of the business or department, and therefore irrelevant. McGregor (1972), cited in Levinson (1976), made the following critical remarks of PA:

- Judgments on performance are usually subjective, impressionistic and arbitrary
- Ratings by different managers are not comparable
- Delays in feedback occur, which create frustration when good performance is not quickly recognised, and anger when judgment is rendered for inadequacies long past
- Managers generally have a sense of inadequacy about appraising subordinates, and paralysis and procrastination result from their feelings of guilt about 'playing God'.

Levinson (1976) is clear that appraisal is not usually recognised as a normal process of management, and stated that individual objectives are seldom related to the objectives of the business. Armstrong and Baron (2003) best sum up the traditional appraisal scheme as an appraisal meeting which is an annual event involving no more than top-down and unilateral judgements by 'superiors' of their 'subordinates'. Armstrong (2006) concludes that PA was often backward-looking, concentrating on what had gone wrong, rather than looking forward to future developmental needs. Citing Fletcher (1993), who acknowledges the demise of the traditional monolithic appraisal system, Armstrong and Baron (2003) relate that, in its place had evolved a number of separate but linked processes applied in different ways; e.g. aligning individual and organisational objectives to further the achievement of organisational goals. Armstrong

and Baron (2003) provide a summary of the changes from MBO to PA to PM (see Table 2.1), as adapted from Fowler (1990):

Table 2.1

Management by objectives, performance appraisal and performance management compared

Management by Objectives	Performance Appraisal	Performance Management
Packaged system	Usually tailor-made	Tailor-made
Applied to managers	Applied to all staff	Applied to all staff
Emphasis on individual objectives	Individual objectives may be included	Emphasis on integrating corporate, team and individual objectives
Emphasis on quantified performance measures	Some qualitative performance indicators may also be included	Competence requirements often included as well as quantified measures
Annual appraisal	Annual appraisal	Continuous review with one or more formal reviews
Top-down system, with ratings	Top-down system, with ratings	Joint process, ratings less common
May not be a direct link to pay	Often linked to pay	May not be a direct link to pay
Monolithic system	Monolithic system	Flexible process
Complex paper work	Complex paper work	Documentation often minimised
Owned by line managers and personnel department	Owned by personnel department	Owned by line management

Source: Fowler (1990)

2.6 The evolution and redefinition of performance management

A more widely referenced US study of PM than that of Warren (1972) is the one which emerged in a publication by Beer and Ruh (1976). They produced a performance

management system (PMS) at Corning Glass Works, New York. Prior to this, the company had used the MBO-type system. Beer and Ruh began to search for a system that would incorporate the strengths of MBO with new ideas on people management. Armstrong and Baron (2003) explain that the features of this system, which the authors claimed distinguished it from other appraisal schemes, were as follows:

- emphasis on both development and evaluation
- use of profile defining the individual's strengths and development needs
- integration of the results achieved with the means by which they have been achieved
- separation of development review and salary review.

However, after 1976, a fallow period for the PM concept was to follow. It was not until the mid-1980s that it re-emerged in the USA and became recognised and utilised (Armstrong and Baron, 2003). In the UK, at the 1987 IPM Compensation Forum, PM was described as a massive and urgent change programme within an organisation (Armstrong and Baron, 2003). Plachy (1987), cited in Armstrong and Baron (2003, p. 41), describes PM as an umbrella term incorporating performance planning, reviewing and appraisal. He writes:

Performance management is communication: a manager and employee arrive together at an understanding of what work is to be accomplished, how it will be accomplished, how work is progressing towards desired results, and finally after effort is expended to accomplish the work, whether the performance has achieved the agreed-upon plan. The process recycles when the manager and employee begin planning what work is to be accomplished for the next performance period.

In a survey of both the UK's private and public sectors, the Institute of Personnel Management (1992), Bevan and Thompson, researchers at the UK's Institute of

Manpower Studies, addressed the two broad thrusts which integrate PM with HRM processes:

1. Development-driven integration stresses the importance of HR development. Although PRP may operate in some organisations with this development-driven integration, it is perceived to be merely complementary to HR development activities
2. Reward-driven integration emphasises the role of PRP and tends to undervalue the part played by other HR development activities.

Employments spanning almost a fifth of the total UK workforce were covered by this survey. The evidence suggests that PM is a concept which, though widely accepted among personnel professionals, remains somewhat elusive. Bevan and Thompson in the IPM (1992) study first reviewed the available literature, which suggests that a 'textbook' PMS includes the following elements:

- The organisation has a shared vision of its objectives, or a mission statement, which it communicates to all its employees.
- The organisation sets individual PM targets which are related both to the operating unit and wider organisational objectives.
- It conducts a regular, formal review of progress towards these targets.
- It uses the review process to identify training, development and reward outcomes.
- It evaluates the effectiveness of the whole process and its contribution to overall organisational performance to allow changes and improvements to be made.

With regard to the literature advocating PM, Bevan and Thompson (1991) have two main criticisms in respect of same, namely:

1. Too much emphasis is placed on a top-down approach (particularly in objective-setting), which can underplay the extent to which training and development and reward systems are also driven from the bottom up.
2. They neglect to discuss how such models of PMS can be modified to meet differing organisational and business settings; e.g. highly centralised and decentralised organisations, or those organisations that are unionised and those that are not.

Bevan and Thompson's focus in the IPM (1992) study was to ascertain whether there was a relationship between those companies claiming to operate a PMS and improved organisational performance. They found no conclusive evidence, notably in the private sector, to indicate that this relationship exists. They did, however, identify eight broad areas where those with formal PMSs could be claimed to differ from those organisations without. They have a mission statement which is communicated to all employees, regularly communicate information on business plans and progress towards achieving these plans, implement policies such as total quality management (TQM) and PRP, focus on the performance of senior managers, rather than on manual workers and other white-collar employees, express performance targets in terms of measurement outputs, accountabilities and training or learning targets, use formal appraisal processes and chief executive officer (CEO) presentations as ways of communicating performance requirements, set performance requirements on a regular basis; and link performance requirements to pay, particularly for senior managers.

The overall survey evidence points to what Bevan and Thompson (1991) term a patchy and incomplete uptake of PM. This is indicated by the figure of 40% for all private sector respondent organisations using PMS, and just 21% in the public sector. In follow-up interviews with a cross-section of these respondents, discussions took place in regard

to the line manager/personnel (HR) relationship. Bevan and Thompson conclude that the challenge of supporting line managers who have to implement PM may also move the personnel (HR) function away from a reactive ‘functionalist-welfare’ model towards a more proactive ‘strategic-facilitator’ role.

However, it is the two characteristics of PM focused on by Bevan and Thompson (1991) – namely ‘development’ and ‘reward’ – that have perhaps caused the greatest debate amongst HR practitioners and academic commentators in recent years. Table 2.2 illustrates a new lateral move away from performance development towards performance measurement (Houldsworth and Jirasinghe, 2006). Performance measurement has been defined by Law *et al.* (2006) as developing indicators to assess progress towards certain predefined goals whilst reviewing performance against these measures. (This concept is covered in more detail in Section 2.9). Houldsworth and Jirasinghe (2006) further identify a shift away from the traditional ownership of PM by line management towards one owned by the organisation:

Table 2.2
Redefining performance management realities

1992 (IPM)	1998 (Armstrong and Baron, 2003)	2006 (Houldsworth and Jirasinghe)
System	Process	Structure
Appraisal	Joint review	Integrated HR process
Outputs	Inputs	Measurement of results
PRP-driven	Development-driven	Measurement-driven
Ratings common	Ratings less common	Forced Distribution (FD)
Top-down	360-degree feedback	Holding people accountable
Directive	Supportive	Capability-building
Monolithic	Flexible	One company, one approach
Owned by HR	Owned by users	Owned by organisation

Source: Houldsworth and Jirasinghe (2006)

They add that, in the face of increased globalisation, this shift in ownership is linked with senior management focusing on a return on investment (ROI) for its PM policies. This performance is, in turn, measured by means of the balanced scorecard (BSC) mechanism, as developed by Kaplan and Norton (1992), and forced distribution (FD). Both mechanisms (or ‘scheme types’) are described in Appendix I, while Houldsworth and Jirasinghe’s (2006) findings are also discussed in more detail in Section 2.9 (G).

2.7 The prevalence of performance management

In order to contextualise the PM process in Ireland, the researcher has collated the available prevalence rates in Ireland, the UK and the USA. They are contained in Table A on the accompanying CD-ROM in meta-analysis format. This data demonstrates a considerable growth in PM practice in Ireland since 2000 and a consistently high level of PM practice in the UK and US. Since the 1980s, interest in PM has grown internationally, combined with the growth of the market economy and the entrepreneurial culture of that decade, together with the emergence of HRM (Armstrong and Baron, 2003). Increasingly, emphasis has been placed on individual and organisational performance orientation, especially in the face of global competition. The table above contains private and public sector practice columns. Seven surveys cover both sectors: two are from the UK (Houldsworth and Jirasinghe, 2006) and IPM (1992), while six originate from Ireland (Gunnigle, Heraty and Morley, 2011; McMahan, 2009; McMahan, 1999; McMahan and Gunnigle, 1994; Brewster and Hegewisch, 1994 (survey conducted by PwC in 1992) and Shivanath, 1986).

Gunnigle *et al.* (2011) state that empirical data on PM in Ireland is relatively scarce. Nevertheless, Table A illustrates varying levels of PA/PM practice, in both sectors of Ireland, stretching back to 1966, albeit with only one survey per decade, during the

1960s, 1970s and 1980s. The prevalence of Irish PM practice is quite striking, however, in the following three decades, and particularly so in the public sector. It is noteworthy, too, that PM practice in the UK public sector has grown from 44% (Local Government Management Services Board (LGMSB)) in 1993 to 100% in 2000 (Houldsworth and Jirasinghe, 2006). However, a comparison of these figures must be viewed with caution, as the survey by Houldsworth and Jirasinghe (2006) has been carried out on a national basis, whereas LGMSB's 1993 study is limited to local government organisations only. Furthermore, Houldsworth and Jirasinghe (2006) do not break down the public sector responses by category, so it is not clear how many respondents are from the local government sector.

The CIPD (2009; 2005c), in addition to the Armstrong and Baron (2003) survey and the IPD's 1997 survey, does not identify the category (private or public) to which respondents belong. This limitation has been acknowledged by Baron, one of the authors of these studies, when contacted as part of this review (Ms Barons' reply is also contained in the accompanying CD-ROM). She does add, however, that there are qualitative analyses of categories from both sectors, through semi-structured interviews, focus groups and case studies, all of which are contained in Armstrong and Baron (2003). A second limitation in the Armstrong and Baron/IPD (2003) and CIPD (2005) studies is that, where PM processes differed within an organisation, the respondents (HR managers) were asked to complete the remainder of the questionnaire only on behalf of the largest category of staff to whom such formal processes applied. Meanwhile, Houldsworth (2007) argues that the results of the Houldsworth and Jirasinge (2006) survey demonstrate a growing emphasis on raising standards of performance in both sectors.

The figures from the US show almost blanket coverage of PM practice. This should not be surprising given the presence of this management tool in the United States since the 1970s, particularly in the commercial or business sector. Indeed, its predecessor, PA, was also well-established prior to this, as evidenced by its practice among US MNCs in Western Europe (e.g. Ireland), which will be discussed in the next section.

2.7.1 Performance management in the Irish private sector

The 1960s and 1970s saw the arrival of many foreign-owned multi-national companies (MNCs) to Ireland, the majority from the US. According to Roche and Geary (1996), foreign companies initially attained a significant foothold in a number of industries during the 1920s, particularly in the food sector, car manufacturing (Ford) and insurance. During the 1960s such investment was confined largely to mature labour-intensive industries like clothing, footwear, plastics and light engineering. Roche and Geary (1996) continue that from the late 1960s, the pattern shifted towards more technologically advanced capital-intensive industries like electronics, computer hardware and software, machinery, pharmaceuticals and medical equipment. The 1980s and early 1990s witnessed large-scale employment losses in foreign MNC's in product markets characterised by major international shake-outs, e.g. Digital, Amdahl and Wang. The 1990s then witnessed the arrival and expansion of computer software and telemarketing industries, e.g. Intel, IBM, Hewlett Packhard and Oracle. Gunnigle, Heraty and Morley (1997) add that foreign direct investment (FDI) benefited Ireland hugely, whereby it experienced sustained growth that helped it move in a relatively short period of time from being a primarily rural, agricultural-based economy to one experiencing a rapid increase in levels of urbanisation, industrial and commercial development, living standards and education. According to Lavelle, McDonnell and Gunnigle (2009), the Industrial Development Authority (IDA) of Ireland identifies in excess of 970 MNCs

with Irish operations, employing over 135,000. The most recent available empirical evidence, secured by Lavelle *et al.* (2009), shows the US to be the largest employer in this category (40%), followed by continental Europe (24%), the UK (13%) and the rest of the world (5%). The emphasis on good personnel management practice by many of these overseas companies (especially American) since the 1960s included highlighting the important link between strategic objectives, personnel policies and related personnel activities, notably PM (Gunnigle and Flood, 1990). Gunnigle *et al.* (1997) describe this as an important legacy of MNC investment in Ireland.

As tabulated in Appendix VIII, an Irish Management Institute (IMI) survey was conducted by Tomlin (1966) in 1964. It contains the earliest empirical evidence of PA practice in the Irish private sector available to this researcher. Its results reveal an overall practice of just 2.4% amongst the 141 organisations surveyed. Tomlin (1966) explains that it is very much the exception, rather than the rule, with PA being almost unknown until a firm reaches 500 or more employees, and, even then, not being very common. The figure for that category is slightly over 21%. Tomlin (1966) clarifies that this lack of performance review amongst small firms is not unexpected, as managers feel they are in such close daily contact with their workers and that it is not necessary. In addition, in many such firms, the majority of workers are paid at negotiated rates, over which their managers have no control. Consequently, Tomlin (1966) concludes that there is no impetus towards the review of performance as a factor in considering wage adjustments.

Nine years later, a second IMI survey on personnel management practice was conducted by Gorman, Hynes, McConnell and Moynihan (1975). They observe that, where comparison with the findings of the Institute's earlier survey (Tomlin, 1966) is possible,

the data yielded suggests that the level of personnel management practice has increased considerably. However, with due reference to PA, this study concentrates on the appraisal of managers and supervisors, not employees. Of the 163 respondents, over 66% of firms employing 500 or more have some form of appraisal system for managers and supervisors. This is an increase of 45% in PA practice since 1964 (Tomlin, 1966) for that size of organisation. The survey also reveals that approximately one third (34%) of the medium-sized firms, and less than one in six of the small firms (12%), claim to have such systems.

In a further study on personnel management practices in Ireland, Shivanath (1986) surveyed a random sample of 226 personnel practitioners. There were 71 respondents, which represented a response rate of 31% (Gunnigle and Shivanath, 1989). It found a high incidence of PA amongst Irish companies (80%) (Gunnigle *et al.*, 1997). Without taking into account the size of the organisation surveyed, this represents an increase by 14% in PA practice within 12 years, since the study by Gorman *et al.* (1975). Shivanath's (1986) dataset included 40 public sector organisations, which yielded a 35% response rate (n=14). However, the study does not offer a breakdown of PA practice between the sectors. Shivanath (1986) explains that the reason for this is that, when selecting her sample, the Irish public sector was included in its totality, not in proportion, thus introducing a bias of over-representation regarding the group in question. Shivanath (1986) cites this as a limitation imposed on her study.

Despite the economic downturn from the 1980s to the mid-1990s, there is empirical evidence of continued growth in PA practice. The Pricewaterhouse Cranfield (PwC) project data of the University of Limerick (UL) 1992 study (Brewster and Hegewisch, 1994) suggests that PA is a well-established practice in Ireland, with 65% of all

respondent organisations indicating that they regularly undertake PA. The next study conducted was by McMahon and Gunnigle (1994) – the first of its kind in Ireland dedicated to surveying PA practice in the private and public sectors. Gunnigle *et al.* (1997) comment, regarding this survey, that there appeared to be a relative absence of appraisal in the public sector and small indigenous private sector companies. They further maintain that these results are disturbing, particularly as the public sector is such a large employer. However, these figures were destined to improve, which will be covered in Section 2.7.2. Gunnigle *et al.* (1997) are, however, unsurprised by the predominate showing of large multinationals using formal PA, given their greater disposition towards HRM practices. They conclude that, in these organisations, PA is viewed as an important variable in stimulating and maintaining a culture that promotes high performance.

Table 2.3

Performance appraisal or management use by size, sector and nationality

Sector:	Public No (%)			Private No (%)					
Nationality				Irish			Foreign		
Size	1994	1998	2009	1994	1998	2009	1994	1998	2009
<100	1 (25%)	3 (34%)	5 (83%)	8 (27%)	18 (55%)	49 (65%)	11 (73%)	10 (77%)	16 (89%)
100-499	2 (40%)	2 (20%)	4 (80%)	9 (60%)	6 (67%)	29 (85%)	17 (100%)	14 (88%)	30 (100%)
>499	8 (36%)	9 (47%)	25 (86%)	11 (92%)	10 (91%)	29 (97%)	6 (100%)	7 (100%)	30 (97%)
Total:	11 (35%)	14 (37%)	34 (85%)	28 (49%)	34 (64%)	107 (77%)	34 (89%)	31 (86%)	76 (97%)

*Percentage of total surveyed in these categories (sample size 1994: 126. sample size 1998/99: 128. sample size 2006/09: 259).

Source: McMahon and Gunnigle (1994); McMahon (1999; 2009)

With reference to Table 2.3 above, McMahon (1999) adds to the growing evidence, reporting an overall growth of PA usage from 58% (McMahon and Gunnigle, 1994) to

62% (McMahon, 1999). These two studies also reveal private sector practice increasing from 65% to 73%, respectively, over this four-year period. Contained in Table A, the Cranfield/UL Survey of HRM (Morley, Gunnigle and Turner, 2000), conducted in 1999, supplies further information that the process is a common feature of organisational life. Covering both sectors, the survey reveals that, overall, approximately two thirds of managerial and professional/technical staff are covered by an appraisal system, and, while less pervasive for other grades, a significant proportion of manual grades is also covered.

In this millennium, IBEC has conducted five surveys to date (2012, 2009, 2006, 2004 and 2002) concerning HR practices in Ireland (including that of PM). This national body represents 7,500 employers, drawn mainly from the private sector. For 2002 and 2004, IBEC reports overall PM practice being carried out by 70% and 73%, respectively, of respondents. In 2006 and 2009, IBEC record further growth, to 75% and 84%, respectively (Appendix VIII). McMahon (2009a) also records an increase in PA usage within the private sector from his previous survey (McMahon, 1999). He reveals an increase from 47% to 84%, with 77% of this occurring amongst indigenous industry and 96% amongst foreign firms (Table 2.3). According to McMahon (2009a), having elicited views as to its impact, IBEC's (2009) survey concludes that:

There is a strong belief in the business case for PM in Ireland. It was deemed to be highly effective in helping organisations to achieve financial targets, and for the purposes of employee feedback and performance-related-pay. (McMahon, 2009, p.19)

IBEC (2012) reports that the top three people management priorities for its members were PM, employee engagement and workforce flexibility. Conclusive empirical

evidence of the growth of PM practice here can be gleaned from both the survey conducted by Talentevo/Dublin City University (DCU) Learning, Innovation and Knowledge (LINK) Research Centre (2011) and that contained in Gunnigle *et al.* (2011), both also tabulated in Appendix VIII. Similarly to *e-reward* (2005) in the UK, Talentevo is a PM software company. Its survey indicates that the majority of respondents use PM but do not use a PM software system. The survey concluded that the most significant challenges facing organisations in Ireland are keeping staff engaged and motivated, identifying weak performance and acting quickly, in addition to recruiting, rewarding and aligning people.

Gunnigle *et al.* (2011) examine the results of the Cranet E/Kemmy Business School,UL (2010) Survey on International HR Management: Ireland. They assert that the information is positive, and that it shows a growing trend towards formalising the PMS in organisations in Ireland. Similarly to Morley *et al.* (2000), their research reveals that a significant proportion of manual grades are covered by formal appraisal systems (refer to Table 2.4).

Table 2.4
Categories of staff covered under formal performance management processes, 2010

Category of Staff	%
Management	84
Professional/Technical	83
Clerical	79
Manual	49

Source: Gunnigle *et al.* (2011)

Having covered PM and the Irish private sector to the present day, it is now appropriate to address the growth of PM practice in the Irish public sector. It is under the terms of

the HR policy strategy within the Partnership 2000 Agreement (Department of the Taoiseach, 1997) that PM has been introduced to this sector at large (Wallace *et al.*, 2004).

2.7.2 Performance management in the Irish public sector

PA first emerged within the Irish public sector in 1977, in the shape of a PA scheme for executive grades in the Civil Service (McMahon, 1999). However, McMahon (1999) reveals that this initiative failed primarily due to a lack of commitment and real clarification from the various government departments and their senior management. Little experience of implementing PA was also cited, allied to supervisors' inability to provide honest feedback to staff. This was exacerbated by the status of guaranteed permanency of employment with index-linked salaries and a certain degree of guaranteed promotion for all staff. It manifested itself to a degree of complacency amongst the workforce at large. This opinion is echoed by Boyle (1989) in a qualitative study of performance monitoring systems in both sectors. This report raised issues concerning the application of performance assessment in the Irish Civil Service. It also offered advice to civil service managers interested in developing performance assessment within their organisations. Boyle's major conclusion is that, for performance monitoring to be effective, ministerial commitment is crucial.

As the Irish economy gradually improved during the 1990s, it was at a time when the management of the public sector in many Organisation for Economic Co-Operation and Development (OECD) countries, notably the UK, was changing from a traditional public administration model to alternative control mechanisms (Boyle, 1995, cited in O'Connor, 2004). Similar to UK government policy in the 1980s, Ireland was now making the modernisation of the public sector a key priority in a bid to improve

competitiveness. In 1992, the Department of Finance and the Public Service Executive Union (PSEU) agreed both the principle and mechanics of a mandatory PA scheme for executive and higher grades under the terms of the Programme for Competitiveness and Work (PCW) partnership agreement, 1994-97 (McMahon, 1999). The system included a novel form of performance-related pay (PRP). It also made its documentation available to interview boards when promotions were being considered. 1992 also saw the results of a Pricewaterhouse Cooper/University of Limerick (PwC/UL) survey which discovered a 45% incidence of PA practice in public sector organisations employing 200 or more (Appendix VIII refers).

In 1994, the Strategic Management Initiative (SMI) was introduced to the Irish civil service. Its purpose was to improve effectiveness and to ensure that employment practices in the service would reflect best practice elsewhere (McMahon, 1999). In the same year, Gunnigle and McMahon (1994) found a 35% prevalence rating of PA practice within the Irish public sector. In 1996, Delivering Better Government (DBG) expanded on the SMI framework, advocating the introduction of a new approach to HRM for the civil service (O'Connor, 2003a). Three years later, McMahon (1999) reports 39% of public sector organisations with an appraisal scheme, but this was destined to change with the adoption of a performance management development system (PMDS) through Partnership 2000 (Department of the Taoiseach, 1997). This agreement recognised that the entire public sector had to adapt to the forces of change in the wider economy, through improved responsiveness and flexibility in its customer service (Department of the Taoiseach, 1997). The goal of PMDS is to contribute to the continuous improvement in performance across all government departments and offices (General Council Report No. 1368, 2000).

In May 2000, PMDS was introduced in the Civil Service. A further agreement was reached in 2002, in General Council Report No. 1398 (2002). It concerned the introduction of upward appraisal into the PMDS in the civil service by 2004. PMDS has since been rolled out in almost all areas of the public sector, tailored to meet the particular needs of each category.

Sustaining Progress (SP) (2003-2005) endorsed the policy of PM for the sector through benchmarking pay awards against comparable posts in the private equivalent. This endorsement was part of the conditional pay increases agreed to by Partnership 2000. The intention was for increased productivity to be measured by PM (Department of the Taoiseach, 2003). McMahon (2009a) reports that a 2003 government-commissioned review of the SMI noted that some line managers only engaged in PMDS in a mechanistic way, while professional and technical grades sought to guard their professional independence from a perceived intrusion by others through PMDS. He adds that, nevertheless, in the following year, the Performance Verification Group for the Civil Service authorised the prevailing national-level pay awards for the service.

The value of reviewing PM processes, as recommended by Nelson (2000), can be witnessed in the Mercer (2004) evaluation of the PMDS in the Civil Service. This was comprised of feedback from a system-wide survey and a series of focus group meetings, interviews and workshops with all grades within the service. The survey questionnaire was distributed to a random sample of 5% of staff, and achieved a 75% response rate. 64% of respondents expressed positive feelings about the PMDS implementation process, with 55% believing it to be effective. The results of the survey also indicate, however, that further improvements could be made to PMDS within the Civil Service. According to McMahon (2009a), this evaluation found that PMDS had received a

‘mixed reception’ in the service. It also found that only 44% of managers use the system to gain feedback from staff on their own performance as managers, and just 48% of staff are regarded by senior managers as showing a positive commitment to the system. In conclusion, Mercer (2004) recommended that the system be linked to increments, including assignments to the higher pay scales, promotions and career development. In 2007, the Irish Municipal, Public and Civil Trade Union (IMPACT) agreed to linkage in respect of staff increments and promotions, via a five-point forced distribution (FD) rating scale with pre-determined quotas. However, it appears that this quota system has not been widely applied, with few employees penalised via the loss of increments or access to promotion (McMahon, 2009).

In 2008, the OECD reproached the Irish public sector for not taking PMDS seriously, and for using it as ‘little more than a paper exercise’(OECD, 2008, p.108) asserting that ‘little energy has gone into guaranteeing that these processes are really successful in changing government culture’(OECD, 2008, p.107). However, it added that ‘in recent years, however, the weight of the PMDS has increased significantly, with its integration with other HRM policies’ (OECD, 2008, p.108). While it further reported an uneven implementation of PMDS across the Irish public service, the OECD commended the sector plasticity of its implementation, stating: ‘the requirements of same are in line with the development of PM systems across OECD countries in recent years’(OECD, 2008, p.108). The report concludes that, ‘while there used to be a high degree centralisation in PMS design, countries are now decentralising the design of their systems’ (OECD, 2008, p. 108).

During the following year, an electronic survey was issued by the Department of Finance (2010) to over 32,000 civil servants, via their Personnel Officers. Over 6,200

replied, representing a 20% response rate. It found that, when compared with the Mercer (2004) study, all grade groupings felt less positive about all eight criteria surveyed, except for that dealing with linkage. Both staff and management note a need for greater assistance in dealing with underperformance, and for ensuring that the system be fair and consistent. Staff, in particular, wish for an enhanced developmental side to PMDS which would include improved discussion with managers regarding competencies, and in determining current work assignments and career development.

Also in 2009, the Public Service Agreement (PSA)/Croke Park Agreement (2010-14) (Department of the Taoiseach, 2010) was signed in a bid to cut expenditure and boost productivity in the public service. Its agreed policy on PM included merit-based, competitive promotion policies, significantly improved PM across all public service areas, promotion and incremental progression to be linked in all cases to performance, and, finally, PMS to be introduced in all areas of the public service where none currently existed. Appendix VIII and Table 1.3 both show McMahon (2009a) reporting an 85% incidence of PM practice in the public sector, representing a significant 46% increase in 10 years (McMahon, 1999). Talks on strengthening the PMDS within the CS continued in 2012 (IMPACT, 2012). This included strengthening the 'FD of ratings' system firstly introduced in 2007 (McMahon, 2009), where a fixed percentage of staff would fit into each of the ratings categories.

In 2012, it was agreed to streamline the paperwork concerning PMDS in the CS, and to develop an automated system (Department of Public Expenditure and Reform, 2012). It was also negotiated that staff needed to achieve at least a score of 3 in their PMDS review in order to receive an increment. A new competency framework and a revised rating scale is to be introduced, while an independent external review of ratings is also

to be made available. To conclude, the Haddington Road Agreement (HRA) (Labour Relations Commission (LRC), 2013) reaffirms the agreed policy of increasing the introduction of PMDS across the public sector at the individual level, managing underperformers and introducing management performance measures for senior management grades. PM has developed in a number of sub-categories of the public sector, including health, education, the local authorities, semi-state bodies and An Garda Síochána.

A. Health Service Executive (HSE)

The Health Service Executive (HSE) is the largest single public sector employer in the State, with a workforce of just under 100,000 (HSE, 2013). Agreement was reached in 2003 on a team-based PMS, as provided for in SP (Health Service Executive – Employers Agency (HSE-EA), 2005), but work only commenced on this in 2010, as committed to in the PSA/Croke Park Agreement (Department of the Taoiseach, 2010). The HSE Corporate Plan, 2008-2011 (HSE, 2008) notes that the development of effective, sustainable and embedded PM arrangements is likely to take several more years to be fully achieved. It concludes that the implementation of its HR Performance Planning and Review (PPR) will support them in this process. This is evident by the presence of a monthly Performance Report (PR), or HealthStat, on the HSE website. These reports are based on performance activity and key performance indicators (KPIs) as outlined in the HSE National Service Plan (NSP), 2012. It is used by the HSE Performance Monitoring & Control Committee (PMCC), the chief executive officer (CEO) and directors of the HSE to monitor performance against planned activity and to highlight areas for improvement.

B. Education

The combined education sector employs 117,300 (CSO, 2011). As part of the Public Service Modernisation element of Towards 2016 (Department of the Taoiseach, 2006), the parties representing primary and post-primary teachers have agreed that the most appropriate basis for the development of strategies to enhance team and individual contribution is in the context of school development planning and holistic self-evaluation processes. These are to be conducted by the school in line with best practice. New procedures were to be agreed in time for implementation with effect from the commencement of the 2007/2008 school year. Since then, however, the PSA/Croke Park Agreement (Department of the Taoiseach, 2010) has effectively superseded Towards 2016 (Department of the Taoiseach, 2006) in regard to PM. The former agreement's principal stipulation is an additional hour spent by teaching staff one day a week after the end of the school day, making up a total of two days in any school year.

The essential activities are not directly PM-related, but, in the school year 2012-2013, school self-evaluation was set to be introduced in primary schools (Mathews and Mac Fhlannchadha, 2012). Its focus was to be on the quality of teaching and learning in the school. Regarding second-level teachers, according to Reidy (2014), the Teaching Council was to be empowered in 2014 to act on underperforming teachers. He stresses, however, that these proposals are little more than a minor amendment to procedures in the *Teaching Council Act* (2001), with some additions to the sanctions. PM practice in the eighteen Education and Training Boards (ETBs) is being reviewed and evaluated through a pilot PMDS system which took place in the second quarter (Q2) of 2012 in accordance with the PSA/Croke Park Agreement (Department of the Taoiseach, 2010). This was when the ETBs were still categorised as Vocational Education Committee's

(VECs), which, at that time, numbered 33. Depending on the results of this evaluation, the Department of Education and Skills will consider rolling out this system nationally across all ETBs.

PMDS has been in place in Irish universities since the advent of SP, 2003-2005 (Department of the Taoiseach, 2003). The 14 Institutes of Technology in Ireland (IOTI) have been among the last of the public sector education bodies to implement the system. PMDS was rolled out in the Institutes in January 2006. Since the rollout, a Joint Implementation and Monitoring Group (JIMG) has been set up by one institute, Dublin Institute of Technology (DIT), on a partnership basis, to review its progress. This group is chaired by management, and its membership consists of management and 'lay' members of all the unions represented within the institute. Similar to practice in University College Dublin (UCD), development and review meetings of staff take place every two years. For staff pursuing a third-level qualification that is funded by the Institute, they will have these meetings on an annual basis, for the duration of their studies.

C. Local Authorities

PMDS in the 131 Local Authorities has been in place since 2006. HAY/IPA (2007) reports that, whilst almost three quarters of employees had received PMDS awareness training, only a quarter had actually completed a Personal Development Plan (PDP). Similarly, while there are over 4,000 teams in place in these bodies, less than half had completed a Team Development Plan (TDP). Among the 14 recommendations contained in the report are that management be proactive in 'selling' PMDS, the process or system should be integrated with other organisational activities, and training as an outcome must be given priority. It also recommends that an independent verification

group explore the feasibility of a link between PMDS and performance-related pay (PRP) for senior staff. The current state of affairs regarding PMDS and Local Government is contained in the Action Plan, PSA for the Local Authority Sector (2012) (Department of Environment and Local Government, 2012). It recommends the creation of a more effective system which enables staff to deliver corporate objectives, promote individual accountability and improve service delivery. Furthermore, reform of this sector means that the number of authorities is now reduced to 31 (Local Government Reform Act, 2014).

D. Semi-state and non-commercial semi-state bodies

Of the 37 commercial semi-state bodies (MacCarthaigh, 2009), only five currently make any mention of PM or its related activities on their individual websites. This may not be surprising, due to the lack of enforcement of PM in this sector prior to the PSA (Department of Public Expenditure and Reform, 2010). One has to look to this Agreement to see reference to the semi-state sector as a collective, and its relationship with PM. It commits the semi-states and the 249 non-commercial semi-state bodies (NCSSB) to a review of PMDS in 2010 while linking promotion and incremental progression in all cases to performance. The agreement also calls for the implementation of appropriate systems to address under-performance via training or, where appropriate, through disciplinary procedures. A Workforce Planning Framework for the Civil Service and NCSSBs was subsequently published (Department of Public Expenditure and Reform, 2011). Its intention is to support these bodies in preparing their strategic and business planning objectives.

E. An Garda Síochána

An Garda Síochána, whose membership numbers 13,000, has introduced the PALF (Performance, Accountability and Learning Framework) system (An Garda Síochána, 2012). This new system is intended to strengthen and complement existing PM systems by providing a formal framework for all members to set and achieve goals, to discuss performance and development needs and to receive appropriate developmental opportunities. Former Garda Commissioner Callinan stressed the importance of the word 'learning' and expressed the wish that the framework will continuously develop Garda personnel at both individual and team levels (An Garda Síochána, 2012a). The Association of Garda Sergeants and Inspectors (AGSI) adds that an IT (information technology) model is being developed to support the working of the PALF system (AGSI, 2011). To conclude, Downes, Kennedy and Nic Gearailt (2013) report that in 2012, the Department of Public Expenditure and Reform proposed to link PM with GovStat. GovStat, or Ireland Stat, as it is now called, aims to be a whole-of-government performance measurement portal designed to measure the delivery of the government's goals over time, by linking them to relevant outputs and outcomes.

2.8 Summary of history and evolution of performance management and its subsequent prevalence in Ireland

This Chapter commenced with definitions of PM by a number of writers. It also offered an explanation of the concept of PM, from its earliest manifestations as a Chinese rating mechanism in the 2nd century to its evolution as a refined management tool. Concurrently, it provided a potted history of many of the PM mechanisms used since the formation of 'scientific management' by F. W. Taylor in 1911. PM has been greatly influenced by the theory of appraisal, yet the process goes beyond appraisal alone. The

sequence or chain of events in the process of PM has been explored, along with its potential in two specific areas, namely development and reward, as discussed by Bevan and Thompson (1991). The work of Houldsworth and Jirasinghe (2006) was also explored, which focused on how to measure performance and its present-day relationship with PM.

It is evident from the preceding history of PM that international thinking and events have impacted upon its evolution in Ireland. This evolution has been influenced by the presence of MNCs and the subsequent growth and interest in personnel/HR management practice amongst indigenous organisations, most notably within the private sector. However, the advent of PMDS in the Irish public sector spawned a growth in PM practise from 2000, most notably in the CS. It has since spread to almost all areas of the public sector. The literature review up to 2007 (and indeed to 2014) has found a lack of detailed empirical evidence regarding PM in the Irish public sector, and its comparative practice in the private sector. This research gap assisted the researcher in formulating his four research objectives (which are outlined towards the end of this chapter, and further detailed in Chapter 3). The prevalence rates of PM in the Irish private sector reveal steady growth from a very modest 2.4% (Tomlin/IMI, 1966) to a present-day practice rate of 87% (Talentevo/Dublin City University (DCU), 2011). Indeed, McMahon (1999 and 2009), and McMahon and Gunnigle (1994), also indicate that PM has grown in stature in the public service, from a prevalence rating of 35% to 85% in 15 years. As can be understood from Table A, it is a more established practice in the UK and the US. Limitations of the UK studies were also discussed, particularly in relation to the absence of information regarding the public sector respondents, by category.

The biggest players, in regard to PA/PM within Irish private industry, are US MNCs, as they have been since their arrival in Ireland in the 1960s and 1970s. Their focus on individual performance and individualism is the opposite to the more traditional trade union-inspired spirit of collectivism. This new philosophy is reflected in the growth of individual PRP in Ireland. The public sector has traditionally been viewed as bureaucratic and dominated by a role culture where rules and procedures are the norm. Political pressure is greater in this sector, as can be evidenced by the leverage exerted by the Irish government since 1997 to introduce PM as an integral part of the civil and public service. Much of the current reform in the Irish public sector mirrors events that have already taken place in the UK as part of its New Public Management (NPM), which emphasises economy and efficiency. These reforms are now occurring globally, including privatising parts of the public service, whilst also bringing private sector techniques and values to government. This form of modernisation incorporates changing existing public sector methods and principles, whilst using older techniques in a more committed fashion. The emergence of PM in Ireland has formed a platform for an examination of the elements and mechanisms of PM processes as practised in Ireland and abroad, and some of the influences on same.

2.9 Elements or features of the performance management process and other influences

A substantial number of key elements, or features, of, and influences on, PM have been identified in the literature reviewed. They include the following: constructing and designing a PMS; objectives of PM for the organisation; linking the corporate, team and individual objectives; the influence of culture on PM; PM and personal development, reward and measurement; the role of the line manager, and his/her role in providing feedback; training of the line manager and staff for the development and review

meeting; PM and the underperformer; counselling, discipline and the PMS; PM by bullying and harassment; PM and trade unions; monitoring and reviewing the PM process; and, finally, PM and change management.

A. Constructing and designing a PMS

According to Armstrong and Baron (2003), PM is regarded as a framework for agreeing performance requirements or expectations, preparing performance plans, managing performance throughout the year and reviewing performance. They cite Armstrong and Murlis (2007), noting that incorporated into this framework are a number of operating factors. These include context, content and process.

- a) Context entails environmental factors, including the culture, management style and structure of the organisation. These factors will strongly influence the content of the system; i.e. its procedures and guidelines for all participants and the style, content and management of the documentation used. Culture is discussed in more detail below.
- b) With regard to content, documentation is an issue for many organisations, and its overuse has been identified by McMahon (2005), and McMahon and Gunnigle (1994), as a common contributory source of failure. They describe how it can lead to a preoccupation with the process, as opposed to the person. It can be subsequently coupled with resentment by line managers, as it may be time-consuming and complicated.
- c) The process adopted by the organisation involves such fields as the frequency of appraisal meetings, the mechanisms or schemes used to appraise, the provision of feedback, objective(s)-setting for the future, accompanied by counselling and continuous coaching. Gunnigle *et al.* (1997) cite Wright and Brading's (1992)

call for a ‘participative approach’ to its design, involving all the actors in determining the nature and scope of the system, and thus avoiding a top-down affair. In the Institute of Personnel Management (IPM) (1992) study, Fletcher and Williams also comment that such an approach would create a shared vision of the purpose and aims of the organisation. An example of this is the Irish public service PMDS, which calls for collective ownership by management, unions and staff of the entire process of PM, including a firm move away from an adversarial approach (Department of the Taoiseach, 1997).

Campbell (2003) recommends that this be achieved through communication with the HR department. She believes that line management will be encouraged more to take the process on board once this channel of communication is opened. McMahon and Gunnigle (1994) have compiled a comprehensive list of the appropriate stages in this design (or redesign), which can aid the construction of the PA/PM framework:

Table 2.5
The stages (or redesign) of a PA/PM process

Stage 1	Set up Working Group
Stage 2	Define Objectives and their Measurement
Stage 3	Decide Scheme Types and Procedures
Stage 4	Draft Documentation – Simple and Explicit
Stage 5	Communicate with Management and Staff
Stage 6	Pilot the Proposal
Stage 7	Provide Training for Staff
Stage 8	Implement and Monitor Progress of Process
Stage 9	Validate/Review Process at least every 3 years

Source: McMahon and Gunnigle (1994)

McMahon (1995) also recommends that a pilot scheme be carried out. The results of this scheme will prompt modifications prior to launching the system in full. The documentation issued must be clear, simple and unambiguous. Once the system or process is in place, an implementation body is further recommended to monitor and subsequently review its progress. The nine stages in Table 2.5 have a logical sequence, and are used in instances such as those evidenced via the implementation of PMDS in the 14 Institutes of Technology in Ireland (IOTI) during 2005 (National Partnership Forum (NPF), 2005). The planning and eventual implementation of PM within the IOTI took over two years (NPF, 2005). This is not unusual, as Armstrong (2006) discovered from his analysis of UK and US surveys on PM practice (e-reward, 2005; CIPD, 2004; Industrial Relations Service (IRS), 2003; Lawler and McDermott, 2003) (Appendix VIII also refers to this). Armstrong (2006) notes that developing PM ‘takes longer than you think’, and advises organisations to allow time for its implementation.

Finally, as Mooney (1996) observes, an effective PM system is a critical requirement in instilling a high performance culture within an organisation. High performance work systems (HPWSs), relates to the incidence of strategic bundles of HRM (i.e. systems of HR practice designed to enhance employees’ skills, commitment and productivity in such a way that employees become a source of competitive advantage) (Heffernan *et al.*, 2008; Datta *et al.*, 2005)). The bundles, or work practices, surveyed by Heffernan *et al.* (2008) and Datta *et al.* (2005) were as follows:

- employee resourcing;
- training and development;
- PM and remuneration;
- communication and involvement;
- family-friendly/work-life balance.

Heffernan *et al.*'s (2008) findings, from 165 of the top 2,000 performing organisations in Ireland (under 10% response rate), indicates a moderate-to-low uptake of the full-blown HPWS model.

B. Objectives of performance management for the organisation

An objective is described by Armstrong (2006) as something that must be accomplished. Objectives define what organisations, functions, departments and individuals are expected to achieve over a period of time (McMahon, 1999; Armstrong and Baron, 2003). Armstrong (2006) structures the PM process into a four-part framework built around planning, acting, monitoring and reviewing these objectives. A common guide for organisations when setting objectives is to use the SMART checklist (Doran, 1981) (as discussed in Section 2.4). McMahon (2009a) has identified the objectives of PMSs, in a list adapted from McMahon and Gunnigle (1994), summarised below (see Table 2.6).

Table 2.6
The objectives of performance management systems

❖ To review employee performance
❖ To agree key objectives and explore ideas for improvement.
❖ To assist job holders in analysing their strengths and development needs.
❖ To assist in the identification of training needs and in the assessment and advancement of employee potential and career development through provision of, for example, education, coaching, mentoring, counselling, performance improvement plans (PIPs), etc.
❖ To secure feedback on how effectively a job-holder is being managed or supervised.
❖ To ensure awareness among job-holders of how management view their performance and contribution.
❖ To assist with decisions relating to pay increases or new salary levels.
❖ To maintain equity of evaluation and treatment of staff, via the usage of a standard performance review and a related appeals system.
❖ To address the problem of sub-standard employee performance, and to assist staff retention. Ultimately, this may support one's defence against allegations of unfair dismissal or discrimination.
❖ To maintain updated personnel records that will assist the familiarisation of new managers with the objectives, past performances, special problems or ambitions of 'inherited staff', in addition to the validation of selection techniques and employee retention decisions.

The aim of such objectives is to create a successful and positive employment environment (Hanson, 2003). The key terms used in Table 2.6 are 'review', 'agree', 'assist', 'assess', 'advance', 'potential', 'improve' and 'feedback'. The importance of equity being maintained amongst staff, in terms of their evaluation and treatment, is also emphasised. Fairness is further advised when dealing with sub-standard employees. McMahon and Gunnigle's (1994) final input is in relation to updating HR records. The maintenance of such records ensures that, if line managers change, staff appraisal need

not be disrupted. This enables an ongoing appraisal of existing staff and a benchmark for the selection of new staff members, and it also creates a sound record for any industrial relations (IR) decisions that may have to be made in the future. Milliman, Nason, Zhu and De Cieri (2002) recommend that much consideration be given to whether appraisals are actually effective and in line with their intended objectives. They further advise that if, organisations truly wish to accomplish the various stated purposes of PM, they need to devote more time and effort to the actual process, so that these objectives are implemented effectively.

Appendix IX lists the study by the American Management Association (AMA, 1996) which found that the objectives of 92% of respondents were in respect of developmental, feedback and evaluative purposes. A large majority also use them as a valid basis for judgmental decisions that include pay rises, promotion, demotion and termination. Holbrook (2002) offers another American perspective, stating that PM serves a number of purposes, including solving performance problems, setting goals, administrating, rewards, discipline and dismissal. The emphasis on the latter three areas within PM is clearly stronger in the US than in Ireland or the UK. It can be further observed from Appendix IX that there is an emphasis on administering pay increases or bonuses within the US. This is evidenced in the studies conducted by Thomas and Bretz Jr. (1994), Pulakos, Mueller, Hanson and O'Leary (2008) and Allan (2010). However, what is noteworthy from the two most recent Irish surveys listed, is the growing interest in PM and pay determination in Ireland.

Overall, in the 16 years from 1994 to 2010, the objectives of PM have remained relatively consistent in each of the three countries recorded. In the UK, both the CIPD (2004) and Armstrong and Baron (2003) regard PM as being an integral part of people

management and the employee-line manager relationship. Interestingly, Houldsworth and Jirasinghe (2006) identify, in their UK survey results, the ambition of organisations for PM to impact the ‘bottom line’; i.e. the profitability of the organisation. Armstrong and Baron (2003) conclude that PM can be described as the process of managing expectations which are shared between managers, teams and individuals; in other words, management by agreement. They argue that these expectations are defined and agreed in the form of objectives, standards of performance and competencies. Given this background, it is now appropriate to examine how this ‘joint affair’, or link between the objectives of PM, is conducted.

C. Linking corporate, team and individual objectives

As was discussed in Section 2.4, objective-setting in itself has its origins in the MBO system as devised by Drucker (1994). The importance of linking individual needs with those of the organisation is encouraged (Conole and O’Neill, 1988, cited in Moses, 1989). The principles for effective management must be also addressed (i.e. measurement should be as accurate and factual as possible, and the techniques used should only measure what is under the control of the employee). Emphasis needs to be put on effective communication, so that employees know the standards of performance expected, and that they are realistic and negotiated (Rausch, 1985, cited in Moses, 1989).

Fowler (1990, cited in Armstrong and Baron, 2003) describes PM as applying to all staff, with an emphasis on corporate, team and individual objectives that are often based on competencies. This integration of objectives is referred to by Armstrong (2006) as a process of ‘cascading objectives’. There is strong empirical evidence in support of this process in the UK (Armstrong, 2006; Houldsworth and Jirasinghe, 2006; CIPD, 2005;

Armstrong and Baron, 2003) and Ireland (IBEC, 2004). Armstrong (2006) has discovered that the whole PM system must be transparent in order to achieve these objectives, with a strong focus on clarity of purpose and process, and simplicity in its operation. Houldsworth and Jirasinghe's (2006) survey of the views of line managers on PM found that 65% believed that their goals were aligned to organisational strategy. IBEC (2004) reports a similar figure (63%) for those organisations in Ireland which appear to recognise that, by clarifying their objectives, translating them into clear individual goals and reviewing these goals regularly, PM can provide a well-structured management tool. McMahon (2009a) recommends that, on introducing a PM process or system, it is practically and politically astute to decide upon a single objective or a combination of consistent and compatible objectives for all of those in the organisation.

D. The influence of culture on performance management

A further review of the literature raises the important influence of 'culture' on the PM process. Culture can be defined as a set of values, norms and beliefs that are unique to a nation, society and organisation. It consists of unique traditions, habits, work organisational practices and approaches to the ordering of daily life. These values and beliefs are shaped by such things as history, tradition and indigenous people (Handy, 1999). It is now opportune to examine its influence on, firstly, the private sector, followed by a similar discussion in relation to culture and the public sector.

a) Culture and the private sector

Handy (1999) describes the traditional culture in the private sector as one based on power which emanates from a central force, usually a CEO and his cohort of directors. These organisations are often viewed as tough or abrasive, and, though successful, may well suffer from low morale and high turnover in the middle layers, as individuals fail

or opt out of the competitive atmosphere. In this regard, he further highlights the close association between the US and its culture of individualism. Furthermore, in what Gunnigle, Collings, Morley, McCavinue, O’Callaghan and Moore (2003) deem part of a process of internationalisation, MNCs such as those from the US believe that PM is one way in which they can obtain the full abilities of a diverse workforce, as well as controlling and co-ordinating their overseas operations (Milliman et al.,2002). Its success in the USA, as evidenced by the prevalence rates for that country as outlined in Appendix VIII, has encouraged US organisations to export their PM processes with their general operations as they expand abroad.

Milliman *et al.* (2002), in their study of PM practice by US MNCs in the Far East, expect that those MNCs with a greater emphasis on quality and innovation would be more likely to emphasise the developmental purpose of PM. Conversely, those with a cost-efficiency focus are more likely to have what Milliman *et al.* (2002) term ‘a documentary objective’. This objective, as influenced by American law, requires organisations to keep all documentary evidence in case of challenges in the courts against dismissals, demotions or loss of earnings as a result of an appraisal. Milliman *et al.* (2002) report that, before MNCs move to a new country, they carry out preliminary research in these areas, along with other important contextual variables (such as organisational size and structure, industry, unions and government regulations). These variables are what Handy (1999) terms the environmental factors which influence the culture of the organisation itself. This research yields greater insight into a context-based perspective of best PM practices. It is recommended that a match between the organisation’s culture and the cultural preferences of the individual be made in order to help make the goals and values of both compatible (Handy, 1999).

Varma *et al.*'s (2008) study adds to the debate by commenting that it would seem as though economic maturity is a more important determinant of PMSs than is culture. They contend that, as the economic systems of countries grow and become more sophisticated, the evidence would suggest that the PMSs become more focused on output, merit and individual performance, regardless of the country's specific cultural norms, which might run counter to these trends. This they perceive as a long-term model, realising that, in the short and immediate terms, there will still be a need to deal with collectivism, deference to seniority and issues of maintaining 'face' while, at the same time, gradually introducing more Western PMSs.

In Ireland, there exists a low power distance culture where there is no obvious communication gap between management and staff, and a strong trade union presence (Handy, 1999). The opposite is true in, for example, the Far East (Miliman *et al.*, 2002). Indigenous Irish industries have followed the practices of the MNCs in Ireland, as evidenced by a sizable figure of almost 60% of Irish-owned organisations having a PM process in place, compared with 83% of MNCs (IBEC, 2004). McMahon (2009a) reports growth in both of these figures, with 77% of Irish organisations with PM in place, compared to 97% for the foreign equivalent (Table 2.3 refers to this). The focus of these processes is very much on development, but, as discussed in Section 1.9(F), individual PRP is becoming quite prevalent, with 35% of indigenous organisations having such a system in place, compared with 53% of American MNCs (Table 2.7, adapted from IBEC, 2004).

b) Culture and the public sector

The public sector is traditionally viewed as bureaucratic and dominated by a role culture, where rules and procedures apply in a seemingly logical and rational way.

However, the aims of the public sector have changed, from mere stability and predictability in the face of competition from the private sector, to also include recognition of the importance of managing performance (Handy, 1999). Boyle (1989) states what makes the difference between the Civil Service (and, generally speaking, the public sector at large) and its private equivalent in Ireland is the political environment within which the service operates. He adds that this, to a large extent, determines the culture and working methods of the civil service. It appears that the sequence of events in the Irish public sector has mirrored, in many ways, that which has already taken place in the UK public sector, i.e., the formal introduction of PM. The features of the Irish public sector have been historically similar to those of the UK, because Ireland inherited the Westminster system of government when administration was transferred from Britain to the then Irish Free State on 1st April 1922 (Seifert and Tegg, 1998). This system remained unchanged by the Irish government in the interests of stability and continuity (Maguire, 2008). The introduction of PM in the UK public sector is now briefly discussed in a bid to illustrate the background to the Irish public sector approach to this process or system.

UK public sector organisations historically have a number of features that distinguish them from those of the private sector. These are as follows:

- their complex and conflicting objectives;
- exposure to direct political influence and control;
- the influence of numerous stakeholders with different agendas;
- the presence of powerful and autonomous professional groups with control over resources.

Source: (Lawler and Hearn, 1995, cited in Lupton and Shaw, 2001)

The sector has been under the influence of a long-standing public policy requirement to be both good employers in their own right and model employers in setting an example for the private sector, where rationalist and individualist HRM policies are more common (Farnham and Horton, 1992, cited in Lupton and Shaw, 2001; Handy, 1999). This approach to employee relations was characterised by a pluralist philosophy with collective bargaining at national level. Since 1941, UK public sector employment terms and conditions, policies and procedures were agreed nationally, reinforcing the institutional position of trade unions (Winchester and Bach, 1995). The knock-on effect of all this has been that the key decisions around the management of people have been taken at national level, thereby creating an 'underdeveloped management function'. It has been argued that these features of the UK public sector have placed limits on the strategic autonomy of its managers, and have placed limits on the way in which its employees work and are managed (Lupton and Shaw, 2001).

Reform of public services in the UK during the last 25 years has introduced a philosophy of 'managerialism' that includes PAs with an emphasis on ensuring improved individual performance and work effort. Many of those initiatives originated in the large corporate private sector (Farnham and Horton, 1992). The UK government's restructuring of the sector in the 1980s propelled the growth of PM as it concentrated on making changes to management practice in a bid to enhance efficiency and to pave the way for a more radical marketisation of services (Redman *et al.*, 2000). A key element of the early reforms was the development of performance targets and PRP in the senior management grades. This necessitated the wider adoption of PA to the lower grades, but was not necessarily pay-related. Thus, appraisal is now a key constituent of 'new public management' (NPM) in the UK, which emphasises economy and efficiency in its public organisations (Rocha, 1998). However, Lupton and Shaw (2001), cited in Boyle, Deek

and Hodgins (1999), note that differences between the two sectors remain, based primarily on the traditional dissimilarity in their cultures. They further conclude that the adoption of PM in the UK public service has been piecemeal and opportunist, and that the emphasis has been on cutting costs in the short term, rather than on the development of HRM over the longer term.

E. Performance Management and personal development

As noted in Section 2.6, Bevan and Thompson (1991) have identified the broad thrust of PM within HRM processes of an organisation as being development-driven. Sparrow and Hiltrop (1994, cited in Gunnigle *et al.*, 1997) state that this policy necessitates the identification of the best way of organising work and highlighting opportunities for increasing job satisfaction. It is described as the ‘soft’ approach to HRM, associated with the goals of flexibility, adaptability and communication (Houldsworth and Jirasinghe, 2006). Williams (2001) believes that, if used effectively, PM can be used as the launching pad for planning development in both the short term and the long term. She asserts that helping employees focus on their career aids staff retention, giving them a reason to commit to the organisation in the long term. She also concludes that this enables the organisation to stay competitive, in the face of change, while employees are prepared to develop and be partners in the effort.

An example of this ‘developmental focus’ can be noted in the aforementioned Irish public sector PMDS, which mirrors the recommendations made by Armstrong (1995), and Armstrong and Baron (2003). A qualitative improvement in training and development programmes for the Irish public sector was first recommended by the National Economic and Social Council (NESC, 1996). This improvement was reiterated in its PMDS discussion document (NESC, 2000). The Council recommended that the

focus be on enhancing management and staff competencies and skills to facilitate career and personal development. The policy of PMDS is to respond better to staff aspirations for more fulfilling work and improved career paths, and is intended to create an organisational climate.

From a UK perspective, there is strong evidence of an emphasis on employee development. The Industrial Relations Service (IRS) (2003) survey found a sizable 42% of respondents stating that employee development policies make up their general approach to the overall process. It also found that the main reason for appraisal is to identify training and development needs (89%). The CIPD (2004) survey also reveals a majority focus on staff development, while it also features in the top six objectives amongst those surveyed by *e-reward* (2005).

Meanwhile, in the US, research by *Fortune Magazine/HAY Group* (2004; 2005) on the ‘World’s Most Admired Organisations’ found that people development is the core accountability of line managers (Houldsworth and Jirasinghe, 2006). Earlier, the AMA (1996) survey (as listed in Appendix IX) demonstrated an emphasis on employee development, while the more contemporary study conducted by Allan (2010) lists the development of talent management as essential to the wellbeing of its respondent organisations. Four other North American surveys (Lawler and McDermott, 2003; Smith and Hornsby, 1996; McDonald and Smith, 1995; Bretz and Milkovich, 1994) all report a greater interest in reward-driven PM. Having discussed here what McMahon (2009a) considers the first of the two key (contradictory) themes associated with PM – development-driven integration – the following sub-section now explores the second, namely that revolving around reward.

F. Performance management and reward

The second thrust of PM, as identified by Bevan and Thompson (1991) in Section 2.6, is reward-driven. Houldsworth and Jirasinghe (2006) term this as ‘measurement’, or the ‘hard’ approach to HRM. Measurement can be made in regard to non-financial or financial terms, the latter being more commonly known as performance-related pay (PRP). Other commentators, such as Jarratt (1985), refer to the link between performance and reward as the ‘judgemental’ aspect of PM.

PRP involves the explicit link of financial reward to individual, group or company performance, and is frequently used to support a performance-oriented organisational culture. It holds appeal by motivating employees, conveying the message that performance and competence are important and by justly rewarding people differentially according to these behaviours (Armstrong and Baron, 2003). A well-managed PRP scheme is recommended so as not to undermine the appraisal process in general. There is evidence to show that many organisations have allowed the reward-driven approach to organisational performance to detrimentally dominate other HR development policies (McMahon and Gunnigle, 1994). It is further recommended by both McMahon and Gunnigle (1994), and Armstrong (1977; 2006), that salary issues be removed from the immediate appraisal agenda, given the difficulty for the appraiser to act as judge and counsellor at one and the same time. They maintain that, if the performance review is linked to the reward review, everyone becomes overly concerned about the impact of the assessment on reward. Armstrong and Baron (2003) also suggest that development and pay reviews be separated by a gap of several months.

Of equal importance is that an organisation with a PRP scheme has enough money available to provide worthwhile awards. Armstrong and Baron (2003) comment that

many of these schemes suffer from small payments, and therefore the rewards are viewed as not being worthwhile or 'commensurate'. The UK Income Data Services (IDS) (1995) adds that it is important to remember that, once an organisation commences a PRP scheme, and all involved are serious about it, it must continue to pay out even if the money is spread thinly to cover all employees. Conversely, there is no guarantee for the organisation that performance will improve, thereby justifying a larger pool of money being made available. The IDS (1995) highlights, for example, that public sector organisations do not, in general, have the advantages of dynamic markets and expanding business opportunities that are found in the private sector, and specifically do not such funds available.

Reward-driven PM is particularly popular in the USA, especially PRP. Empirical evidence shows that compensation is the top objective of PA in the US, as stated by over 85% of respondents (see Table B and McMahon and Gunnigle, 1994). The AMA (1996) found that an even higher 93% use appraisals as a basis for merit increases. Similarly, 92% of *Fortune* 100 firms (Thomas and Bretz Jr, 1994) claim that they use appraisal information in determining merit pay increases. However, these firms feel that their appraisal system accomplishes these objectives only relatively well, leading Thomas and Bretz Jr. (1994) to comment that this is not quite a strong endorsement. However, Lawler and McDermott (2003) have found that PRP remains popular in the US, and that PM effectiveness is greater when rewards are tied to appraisals. Notably, Allen, Helms, Takeda and White (2004) conclude that individual reward works in the USA, because it is culturally compatible with its individualistic culture. Allan (2010) reports that the international survey conducted on the membership of the *Worldatwork* Association found that 66% of respondents identified the distribution of rewards based on individual performance as a key objective of PM. With regard to the kind of rewards

being distributed, four in five respondents (80%) use performance evaluation to grant merit increases. One half of organisations (51%) link performance to short-term incentives, while only one third (30%) link performance to long-term incentives. According to Allan (2010), the result is that in 65% of organisations' low performers suffer in terms of their pay packets, and, in 42% of organisations, high performers are rewarded with larger pay cheques. Pink (2009), Pfeffer (2007) and Sutton (2006), cited in Allan (2010), argue that pay and bonus incentives do not work when the task is complex, requires judgment and relies on collaboration with others. They believe that it is these types of jobs that predominate in organisations today, and they argue that, perhaps, this is a primary reason why PMSs are failing to live up to the expectations of HR staff.

Empirical evidence offers a mixed opinion on performance and reward in the UK. The IPD 1997 survey demonstrates that PM is *not* inevitably associated with pay, as less than half of organisations surveyed had implemented PRP (Armstrong and Baron, 2003). Financial reward appears to be only relatively popular in the UK private sector, as also reported by the IRS (2003). Their survey found that only 44% had a bonus scheme, whilst over a third of employees awarded individual performance pay felt that it had a significant effect on performance. The UK *e-reward* (2005) survey (which covers private and public sector practice) is noteworthy in that it reveals that informing staff of contribution/performance pay decisions comes just sixth on their list of objectives of PM. Consistent with the CIPD (2005c) findings, 44% believe that the link between PM and pay is inappropriate. *E-reward* (2005) comments on the continued interest in the topic, but further observes that only 16% of respondents plan to enhance the link to pay in proposed changes to their PM system or process. PRP is also employed in various parts of the UK public sector, including universities (Townley

1997; 1999), the National Health Service (NHS) (Redman *et al.*, 2000) and the British CS (Houldworth and Jirasinghe, 2006). The CIPD (2005c) survey on both sectors, conducted in December 2003, reports that, while 44% of all respondents have some form of PRP, over 50% ‘agree’ or ‘strongly agree’ that making pay contingent on performance is *not* an essential part of PM.

In Ireland, empirical evidence reveals a growing interest in, and practice of, financial reward or PRP within the private sector and, more recently, its public equivalent. McMahon and Gunnigle (1994) found that, of the 12 objectives of PA in Ireland, ‘to aid salary review’ is identified merely as the tenth most important by a combination of respondents from the two sectors. It was nevertheless practiced by 64% of respondents (the majority of whom were US MNCs). IBEC (2004) reveals an increasing interest in the process amongst private sector companies in Ireland (as illustrated in Table 2.7 below).

Table 2.7

Individual PRP practice in the Irish private sector, 2004

Total Level of Practice	Irish	US	UK	EU	Total Foreign-owned	Union	Non-Union	Level of Effectiveness
46%	35%	53%	61%	62%	59%	43%	51%	75%

Source: IBEC (2004)

IBEC’s survey reveals that 45% of *all* of the organisations surveyed view PRP as a key feature in their PM process. There is (unsurprisingly) a higher incidence amongst US MNCs (53%) compared with Irish-owned organisations. There is notably a relatively high union presence, or ‘buy-in’, in regard to the process (43%), which is just 8% less

than that in non-union organisations. It is also significant that PRP is highly rated in terms of its effectiveness (75%). In his most recent study, McMahon (2009a) records 79% of organisations in Ireland having a link between performance and bonus or base salary. Furthermore, this link was viewed as being the number one objective of PM practice in Ireland. Indeed, Roche, Teague, Coughlan and Fahy (2011) add to the debate, reporting that, at the same time as when pay cuts or freezes have been put in place, some firms continue to operate a bonus scheme or ‘targeted pay adjustments’ on performance or retention grounds. However, Gunnigle, Hearty and Morley’s (2011) survey results reveal pay determination to be relegated to third place in their list of PM objectives (see Appendix IX). Their survey was conducted in 2010, in the midst of our most recent national economic recession. Its results perhaps replicate Armstrong and Baron’s (2003) concern that an organisation with a PRP scheme must have enough money available to provide worthwhile awards. In the Talentevo/DCU (2012) survey, whose target audience was CEOs, senior managers and HR managers, 44% defined their objective for using PM as to link pay with performance. A further view of Ireland’s HR leaders is expressed in PwC’s Inaugural HR Director (HRD) Survey (Carter and O’Connell, 2013), where overhauling PM is perceived as of critical importance. These survey respondents (n = 80) represent all industry sectors in Ireland, including 8% from the semi-state. Fifty three per cent are seeking to better align their PM with their reward practices, which is 9% greater than reported by Talentevo/DCU (2012), above. This decision is made on the basis that respondents do not believe current reward initiatives are driving the right behaviours or delivering correct outcomes across the business. They now desire to shift away from rewarding all employees on an organisation-wide basis, to focusing on tailoring plans that can be demonstrably linked to individual performance. This would be very much in compliance with US policy, as referenced by

Allen *et al* (2004), above. Carter and O’Connell (2013) also discovered that, in relation to foreign MNCs in Ireland, only 28% of Irish HR leaders have local input when setting their overall reward strategy. Half of the survey participants did, however, have autonomy in the area where short-term incentives are concerned – 42% in the case of pensions, and 27% for long-term incentives.

Turning now to the Irish public sector, a novel form of PRP was agreed in 1992 between the Department of Finance and the Public Services Executive Union (PSEU) (McMahon, 1999). It provided for a percentage of Civil Service officer grades to transfer to a higher pay scale. The criteria for doing so involved the officer being assessed over a two-year period, achieving agreed objectives and co-operating in implementing training and development plans for staff. The agreement also linked performance to promotion. McMahon (1999) states that securing the union’s agreement constituted a formidable achievement. This observation is noteworthy when one considers that it was 16 years later, in 2007, that IMPACT agreed to the implementation of individual performance linkages to increments and promotion for the administrative staff of the Civil Service (McMahon, 2009), where a fixed percentage of staff would fit into each of the ratings categories.

As was stated in Section 2.7.2, in 2009, the Public Service Agreement (PSA)/Croke Park Agreement (2010-14) introduced a policy to significantly improve PM across all public service areas. This involved promotion and incremental progression being linked in all cases to performance. Talks on strengthening the PMDS specifically within the CS continued in 2012 (IMPACT, 2012). These included strengthening the ‘FD of ratings’ system first introduced in 2007, as mentioned above (McMahon, 2009). It has now been further negotiated that staff in the Irish Civil Service need to achieve a rating of at least

'3' (renamed as 'fully achieved expectations') out of '5' in their PMDS review, in order to receive an increment. Meanwhile, a new competency framework based on the grades-competency model used by the Public Appointments Service and a revised rating scale decided on a performance calibration review is to be introduced in the Civil Service. The latter is to be introduced on a phased basis, commencing with senior grades prior to rolling it out to all grades. Further changes include an independent, external review of ratings being made available (Department of Public Expenditure and Reform, 2012).

G. Performance management and measurement

According to Armstrong and Baron (2003), there are two well-known sayings about measurement and performance: 'What gets measured gets done' and 'If you can't measure it, you can't manage it.' They point out that, to improve performance, one must know what current performance is. Agreeing and reviewing objectives is an important aspect of PM, but there is no point to this process unless all concerned are clear about the performance measures that can be used. An emphasis is put on the importance of encouraging people to monitor and manage their own performance while also allowing them to measure progress towards their goals. Measurement is regarded as the basis for providing and generating feedback. In so doing, it identifies where things are both progressing well and poorly, providing the foundations for building further success and corrective action. In general, measurement provides the basis for answering two fundamental questions: 'Is what is being done worth doing?' and 'Has it been done well?' The respondents to the CIPD (2005c) survey on PM consider pay as only *one* element of the total reward approach. There are also non-financial rewards such as recognition, constructive feedback, personal development and career opportunities. These rewards are deemed as having a much more important role than pay in encouraging engagement and productive, discretionary behaviour.

Houldsworth and Jirasinghe (2006) refer to performance measurement as involving a heightened emphasis on performance, echoing Armstrong and Baron's (2003) viewpoint that, by clearly articulating what needs to be done through a set of metrics, it is believed that quantifiable business benefits will result (i.e. 'what gets measured gets done'). This approach has been typified by the use of the balanced scorecard (BSC) (an appraisal mechanism explained in Appendix I). However, there are also drawbacks associated with performance development and measurement, as illustrated in Table 2.8.

Table 2.8
Performance development and performance measurement drawbacks

Performance Development	Performance Measurement
Requires behavioural changes, and this is harder both to do and to measure	Places very high skill requirements on managers, both to interpret a scorecard or other metrics framework and to set targets and monitor progress against them
Required behaviours must be modelled from the top, and, often, leaders view performance management as the domain of others	Requires high investment in terms of time and central (HR or OD) input to support line managers and the calibration of the process
Clarity not always enhanced, as it lacks a tight focus on real business imperatives	Runs the risk of perceived favouritism if processes are not transparent and perceived as fair
Long-term approach requires a 'leap of faith', and it is difficult to establish a clear link between its processes and outcomes	Requires ruthless feedback – not many managers are skilled or comfortable doing this
May be perceived to lack 'edge', and places less emphasis on ratings and reward	People feel that what gets rewarded is 'hitting the numbers'.

Source: Houldsworth and Jirasinghe (2006)

Table 2.2 in Section 2.6, above, serves to confirm what Houldsworth and Jirasinghe (2006) uncovered in their survey on line managers (and subsequent case studies); that is,

that the pendulum has swung from development-based approaches to those more centred on measurement.

In Ireland, discussion has grown around the topic of performance measurement in the public service. In 2000, the Committee for Public Management Research (CPMR) within the IPA released findings concerning its practice in the health and local government sectors. It declared that the term is being used in an inclusive sense; i.e. covering the systematic monitoring of performance over time, using both quantitative and qualitative indicators of performance. The Committee found that performance measurement systems are relatively underdeveloped, and need to be enhanced at the strategic, operational/programme and team/individual levels. They recommend a link to budgetary decisions, as well as information that reflects customer and employee interests. A further tie is required between key performance data indicators and challenging targets. Shared ownership of the data is also recommended, to link staff and service users. Best practice precludes crude league tables of performance, but organisations are encouraged to select organisations outside of the public service to use as benchmarks.

In the wake of the pay awards recommended by the Public Service Benchmarking Body, Boyle (2006) published a discussion paper on international experience in measuring public sector productivity. He concluded that, while there is a diversity of international experience from which to learn, no simple solution to measuring public sector productivity has been found. He adds that, in particular, the idea of deriving a single measure of productivity for the nation, a sector or an organisation is unrealistic. Any productivity measures developed need to be interpreted cautiously and combined with other information on performance to give a fuller picture. For statistical and

national accounts purposes, the input/output ratio should inform the development of productivity measures. He recommends that a broad definition of productivity should be used, and that the focus should be on the value received from the services provided through public funding, including the outcomes achieved. He advocates greater use of cross-national comparative performance statistics from the World Bank, the European Central Bank (ECB) and the OCED. Greater use of CSO reports are to be encouraged also, along with those from various government departments, in particular, productivity studies from the health and education sectors. The emphasis on performance measurement in the Irish public sector to date has led Rhodes and Boyle (2012) to conclude that Ireland is generally focused towards the lower end of PM; i.e. at the level of performance administration.

H. The role of the line manager

McMahon and Gunnigle (1994) stress the importance of the involvement of the line managers and staff, in particular, in the design and introductory phases of the system. They comment that some supervisors find appraisal interviews (now termed 'development and review meetings' by the CIPD (2005)) to be an unpleasant experience. This is due to the supervisor or line manager's desire to be liked by appraisees, and therefore avoiding potential conflict in the interview.

O'Connor and Mangan (2004) undertook a survey for the Irish Management Institute (IMI) on private and public sector organisations. It concluded that management development is moving up the list of company priorities, especially the development of the line manager regarding their personal skills. It was discovered that this is having a positive impact, improving employee morale and helping to form managers who are adaptive, flexible, responsive and innovative. The content of PMDS (Department of the

Taoiseach, 1997) and research by Purcell *et al.* (2003, cited in Armstrong, 2006) reflects this view regarding line managers playing a pivotal role in bringing HR policies and practices to life; in particular the practice of PM of their staff. Their role as performance managers is to conduct development and review meetings (CIPD, 2005), and to act as team leaders who communicate, motivate and provide feedback to their staff (McMahon, 1999). They have been identified as the drivers of PM for the organisation (Purcell *et al.*, 2003). The CIPD (2004) found that 61% of line managers believe that PM is very or mostly effective. The same survey also found that 80% of HR practitioners believe that line managers hold ownership of the PM process.

However, Houldsworth and Jirasinghe (2006) discovered a shift in the perceived ownership of the PM process in their survey of line managers from both sectors. The impression that line managers might be responsible was limited to only 9%. This is similar to the CIPD Reward Management Survey (2005b), which confirmed that, in spite of board and senior manager support, the involvement of line managers in the accountability and ‘ownership’ of PM was markedly low. Over half of the respondents (58%) to the Houldsworth and Jirasinghe (2006) survey suggested that the HR department is accountable for, and holds ownership of, the PM process. However, both of these surveys found that the majority of line managers are largely convinced of the usefulness of PM. Significantly, Houldsworth and Jirasinghe (2006) unearthed concerns about fairness and transparency in carrying out appraisals of staff and the time that managers are required to spend in implementing the process. Furthermore, two issues pertaining to line managers have been identified by *e-reward* (2005), namely:

1. poor level of skill in and commitment to carrying out the PM process;
2. a strong element of subjectivity and bias when assessing performance.

It can be concluded that the challenge for line managers is to combine the best of PM with good management and development practices (Houldsworth and Jirasinghe, 2006).

I. Providing feedback

According to Nelson (2000), some management experts go so far as to state that 90% of a manager's job today concerns the day-to-day coaching of employees. He observes that enlightened companies recognise this, and realise that, to 'save' timely feedback for the annual review discussion is a golden opportunity missed by managers to positively influence employees' behaviour. Rausch (1985) recommends that the feedback employees receive should be honest and constructive. Bitici *et al.* (1997) note that feedback is obtained to enable appropriate management decisions. According to McMahon and Gunnigle (1994), whilst the old appraisal system was not designed to provide immediate feedback on employees' activities, the new concept of PM is. They claim that immediate feedback is the critical stimulus that affects motivation and performance, since behaviour that is rewarded (via positive feedback) is more likely to be repeated. McMahon and Gunnigle (1994) further contend that behaviour which is not rewarded (eliciting negative, irrelevant or no feedback) tends not to be repeated. They stress that feedback should focus on performance, not personality. Indeed, their 1994 survey found that 'to provide feedback' was the second highest objective amongst organisations in Ireland. In the UK, the CIPD (1997) survey found 'providing feedback' to be the sixth most popular feature of the PM process, out of 15. Sparrow and Hiltrop (1994) assert that the PM system should be designed so as to facilitate this form of *two-way* communication between line manager and staff member. Armstrong (1995) argues that such feedback should be continuous throughout the year. In fact, Lawler and McDermott (2003) believe that feedback of this nature relates strongly to the effectiveness of the PMS or process within an organisation. An effective process also

depends on continual, meaningful feedback from a variety of stakeholders, up and down the line of the organisation (Williams, 2001). These stakeholders have been identified by Armstrong and Baron (2003) as the owners of the organisation, its management and employees, customers, suppliers and the general public. This view is echoed by Campbell (2003), who also believes that the ability of appraisers to provide feedback should be incorporated into their skills development. Armstrong and Baron (2003) describe a line manager who provides constructive feedback to staff as a coach or mentor, while the CIPD (2005) reports that feedback ranks seventh out of 13 as a key issue in PM in the UK. In a UK CIPD (2014) *Employee Outlook Survey*, 2,500 people were polled from both the private and public sectors. It found that 20% of respondents from both sectors believed that their line managers did not effectively communicate their objectives and expectations, and those of the organisation. This has contributed to employee trust and confidence in their workplace leaders in general reaching a two-year low. Clearly, the provision of feedback remains a significant feature of PM and a critical factor in developing staff communication. One of the key factors in providing such feedback is adequate training in this area, especially for line managers.

J. Training of line managers and staff for the development and review meeting

Campbell (2003) recommends that training appraisers (line managers) address performance issues, set objectives and provide constructive feedback to appraisees. Part of this training involves background preparatory work that should be carried out by the appraiser prior to interview. According to Armstrong and Taylor (2014), the term ‘to appraise staff’ is not now favoured because of its connotations with the worst aspects of traditional merit rating, with managers using it as an instrument of command and control. They prefer the term ‘performance review’, signifying PM as a joint affair, based on dialogue and agreement. Among the recommended training techniques to be

carried out by the HR department or external training consultant are lectures and discussion, role-play interviews, the use of coaching films and videos, in addition to practice interviews under guidance and supervision (McMahon, 1999). McMahon (1999) deals with the issue extensively in what he views as best practice for managers and staff. In relation to managers, in a 1994 Irish survey, 48% of respondent organisations stated that they trained their line managers in appraisal techniques (McMahon and Gunnigle, 1994). This later increased to 43% (McMahon, 1999), and has now reached 59% (McMahon, 2009). The UK IPD surveys of 1997 (Armstrong and Baron, 2003) and 2004 (CIPD, 2005c) report that a large majority (just under 80%) of respondent HR managers believe that the training of line managers is essential. *E-reward* (2005) endorses this best practice, reporting that 80% of line managers are offered such training.

Holbrook's (2002) US study argues for a theoretical model of justice to be included in the PA process. This focuses on what he terms 'due process' as preparatory work to be done by the line manager prior to the appraisal meeting. It includes consistent application of standards and bias-free procedures as key elements of fairness. This can be achieved through training. Two US surveys dealing with the topic of such training have been reviewed. The first, by Bretz and Milkovich (1994, cited in Thomas and Bretz Jr, 1994), reports that there is a large emphasis on training in the following areas:

- interview and feedback techniques;
- using appraisal forms;
- setting performance standards;
- recognising good performance;
- avoiding rating errors.

Thomas and Bretz Jr (1994) recommend devoting additional resources to training in order to improve the effectiveness of the process, thereby attaining more satisfactory PA results. The second US survey by Lawler and McDermott (2003) reports that the correlation between the presence of training and effectiveness of PA is very high. A more contemporary study by Pulakos *et al.* (2008, cited in Varma *et al.*, 2008) records that many US companies invest considerable amounts of money in PM training. They add that, while no studies have specifically investigated the effects of the amount and type of training on PM outcomes, more extensive training is believed to send a positive message about the importance of PM to the US workforce.

Regarding the training of staff in the PM process, Bretz and Milkovich (1994, cited in Thomas and Bretz Jr, 1994) found that US employees receive no training on how to use feedback and appraisal information to improve performance. Thomas and Bretz Jr (1994) recommend training to be part of the philosophy of making PA the responsibility of the ratee, not the rater, which will, in turn, help them to manage their own careers. In the UK, only 46% of organisations offer training to both managers and staff in these techniques (e-reward, 2005). One reason for a lack of training can be financial. Indeed, Williams (2001) acknowledges that training requirements can be costly. For example, the cost of training the 14 Irish Institutes of Technology (IOTs) in their PMDS ran to almost €1 million (National Partnership Forum (NPF), 2005; 2006). McMahon (1999) discovered that only 23% of all appraisees in Ireland receive training in appraisal techniques, but this figure subsequently increased considerably to 44% (McMahon, 2009a). Regarding the success of such training, the evaluation of the Irish Civil Service PMDS by Mercer (2004) found a 52% satisfaction rating among staff with the training that they received.

K. Performance management and the underperformer

Training holds particular importance in terms of managing underperformers. Concern has been expressed that the development and review meeting fails if it is perceived as a disciplinary interview by either party (McMahon, 2005). However, in the US, PM is identified by 62% as a valid basis for demotion, and by 77% for termination of employment (AMA, 1996). This adds to the debate about having a developmental versus reward/judgement-driven process, which, as already mentioned, is very much influenced by the culture of both the organisation and country. In the UK, Armstrong (2006) advises that, when managing underperformers, one should adopt the approach of applauding success and forgiving failure. Houldsworth and Jirasinghe (2006) highlight that, critical to the acceptability of any form of performance rating or review is the way in which underperformance is handled. This needs to address the specific causes of underperformance. Armstrong and Murlis (2007) identify the most common ones as follows:

1. **Capability in carrying out the role assigned** (e.g. insufficient developmental input and/or in the incorrect role in relation to actual skills).
2. **Inappropriate attitudes or behaviours:** e.g. resistance to change, inappropriate leadership style, lack of commitment.
3. **Interference of personal issues;** e.g. family, marriage/relationship, unforeseen event.
4. **Illness** that impacts on presence at work, concentration and energy levels.
5. **Poor management/clarity of direction** (e.g. being assigned unrealistic objectives).
6. **Lack of support** from manager/colleagues/others.
7. **Substance abuse:** alcohol/drugs.
8. **Insufficient self-confidence/self-esteem** (e.g. that related to discrimination, harassment or bullying).

Armstrong and Baron (2003) believe that managing underperformers is a positive process which should be based on feedback throughout the year. They (and McMahon, 2009a) agree that basic steps are required in this process. McMahon (2009a) lists them as follows:

1. Tackle the problem immediately, especially in the probationary period.
2. Identify and agree on the problem with the employee.
3. Decide and agree on the action required, including feedback arrangements.
4. Resource and monitor the action (which may include coaching, training and guidance).

The above guidelines incorporate a Performance Improvement Plan (PIP) meeting, based on three phases – preparation before, during and after the meeting – with the focus on the employee’s SMART objectives (in relation to his/her underperformance). Finally, in Roche *et al.*’s (2011) study on HR during the Irish recession, it is revealed that a number of HR managers from both sectors indicated that performance had been managed more rigorously during the recession, as were disciplinary issues. Those employees who were considered to be ‘poor performers’ were being pursued more intensely.

L. Counselling, discipline and the performance management system

PM is often considered to be a more discrete process than that of managing discipline (McMahon, 2009). Furthermore, Taylor (2005, cited in McMahon, 2009a) warns that a PMS based upon the threat of disciplinary action would be inappropriate. Positive approaches to solving performance issues are joint analysis and problem-solving, in addition to counselling (Armstrong and Baron, 2003). Workplace counselling has been defined by the IPD (now the CIPD) (1994) (cited in Armstrong and Baron (2003) as:

Any activity in the workplace where one individual uses a set of skills and techniques to help another individual to take responsibility for, and to manage their own, decision-making, whether it is work related or personal. (p.338)

It is maintained by Armstrong and Baron (2003) that the most important aim of counselling is to encourage people to accept much of the responsibility for their own performance and development. They add that what people feel and find out for themselves with some guidance, where necessary, is likely to make much more of an impact on their behaviour than anything handed down to them by their manager. It is thereby declared that, as a central thrust of good PM, counselling is an integral part of the wider 'best practice' approach to people management (McMahon, 2009a). However, if this approach does not produce the desired improvements, there may be no alternative but to leave the PM process and enter the disciplinary procedure.

Armstrong and Baron (2003) recommend that the outcome of a PM review discussion should never be used as the basis for disciplinary action or as evidence at a disciplinary hearing. The separation of the processes is advised, due to the damage that may be done to the positive performance improvement and development features of PM, if staff feel that it has a disciplinary motive. In short, PM should not become a potentially threatening exchange with a disciplinary dimension. McMahon (2009a) advises that, while performance problems can be identified in a PM process, the content of the performance review form(s) should not be used as evidence. He agrees with Armstrong and Baron (2003) that the disciplinary procedure or warning system should be complete in itself. However, he concedes that this perspective is rather idealistic, given its failure to recognise the threat already inherent to many PM exchanges where pay, promotion, personality and power clashes, ratings, biases, etc. are present. Such a separation also

fails to recognise that, in third party proceedings, either party can (and does) submit dual signature PM documentation in evidence. Confirmation of this can be perceived in Werner and Bolino's (1997, cited in McMahon, 2009a) review of 295 American court cases involving PA related dismissals. This is similar to the Australian legal system, where, according to de Cieri and Sheehan (cited in Varma *et al.*, 2008), it is possible for dismissed employees to use PA records to challenge the decision to terminate their employment. McMahon (2009a) explains that, where PIPs fail, it is common to proceed directly to the later stages of the organisation's disciplinary procedure. In the absence of PIPs, the equivalent counselling approach is recommended.

In conclusion, it is argued that, as with PM itself, disciplinary procedures are only as effective as the people who implement them. The importance of training in the art of the disciplinary process is not to be under-estimated. Moreover, the bottom line is that early intervention or prevention is better than the cure, and that to 'nip it [a problem] in the bud' will prove beneficial to all (McMahon, 2009a).

M. Performance management by bullying and harassment

McMahon (2009a) observes that, with organisations and jobs under threat in a recessionary environment, many managers are now being pressurised to gain more from employees for lesser pay at work. Hence, some opt to take shortcuts and manage performance by bullying and harassment behaviour. This, he concludes, may well prove counterproductive. McMahon (2009a) advises that the bottom line for the beleaguered employer is that there is no substitute for constructive PM and tightly worded bullying and harassment policies that are properly implemented.

In early 2008, the Samaritans survey across Ireland and Britain estimated that four out of five workers had been bullied during their careers (McMahon, 2009b), whilst the

UK's employment tribunal recently upheld a £19 million claim against F. & C. Asset Management arising from bullying allegations – an award, McMahon (2009b) adds, far exceeding the £1 million allocated in respect of similar allegations at Deutsche Bank, Merrill Lynch, Cantor Fitzgerald and Schroeder Securities. McMahon (2009b) reports that, in recent times, the issue of bullying and harassment at work – and the management of performance thereby – is receiving considerable attention. Awareness is increasing of the need to balance 'management's right to manage' with the provision for employees of a respectful and dignified working environment. He notes the most relevant Irish case – Frances Lesson V. Glaxo Wellcome – the determination of which was that the relevant incidents 'came well within the boundaries of acceptable criticism'. Commenting on the outcome, IBEC's director general subsequently warned that the case confirms that 'it is the managers' duty to manage, so allegations of bullying cannot mask unsatisfactory work performance' (Frawley, 1999 cited in McMahon, 2009a, p.178).

N. Performance management and trade unions

There are over 566,000 trade union members in Ireland today (ICTU, 2015). Separately compiled figures from the National Workplace Survey (O'Connell *et al.*, 2010) show that unions are much stronger in the public sector, where more than two thirds of its employees are members. By comparison, in the private sector, membership has reached just one quarter.

In the past, Irish trade unions have tended to show little formal interest in PMS (McMahon and Gunnigle, 1994; McMahon, 2009). In more recent times, however, with appraisals designed to determine the allocation and size of pay increases, or to influence promotion and career development decisions, this indifference is rare (McMahon,

2009). In fact, it often constitutes little more than an opening negotiating position. Where such systems are deployed primarily as a means of career development and of helping to meet individual training needs, they tend to receive a warmer reception. However, as with any managerial initiative, this will be influenced by existing levels of trust between staff/union and management (Lavelle *et al.*, 2009). The Labour Research Department (LRP) (1997), an independent, trade union-based research body in the UK, in addition to Armstrong and Baron (2003), and McMahon (2009a), all concur that the price of staff or trade union acceptance of tangible reward and/or PRP within the realm of PM may be the concession of the right of negotiation over such matters.

It is recommended by McMahon (2009a) that, in the interests of staff acceptance of the idea of PM, it should prove sensible to involve their representative(s) – that includes a trade union official if the organisation is unionised – from the very outset in the planning, construction and subsequent review of the system. Such participation may yield valuable suggestions, appropriate response rates (where a guarantee of respondent anonymity is also on offer), insights through the results' analysis and support in devising and implementing eventual recommendations. The LRP (1997) further advises that unions will wish to ensure that any new, revised or existing appraisal scheme in their workplace addresses the following four key bargaining issues:

1. Morale and motivation.
2. Risk of discrimination.
3. Openness and transparency.
4. Scheme management.

O. Monitoring and reviewing the performance management process

As a prerequisite to a successful PM process, a formal evaluation of its effectiveness is required on a regular basis (McMahon and Gunnigle, 1994) (Table 2.5). Armstrong

(2006) recommends that it is essential to ascertain how well the process is operating, so that communication, training, coaching and guidance can be provided where necessary. Empirical evidence indicates that evaluation is taking place on a formal basis both in the UK (CIPD, 2004; Armstrong and Baron, 2003) and Ireland (McMahon, 2009a; IBEC, 2004; Mercer, 2004). However, according to McMahon (2009a) few organisations make any formal attempt to monitor or measure the success of their systems. For example, it has been estimated that less than half of US-based organisations undertake a formal evaluation (Milkovich and Wigdor, 1991, cited in McMahon, 2009a), while, in the UK, Armstrong and Baron (2003) found that only 44% of organisations with PM evaluate its effectiveness. To exacerbate the problem, most of these used informal verbal methods, prompting the researchers to call into question the validity of the feedback. In Ireland, it is recorded that over 60% of Irish-based respondents acknowledge that the failure to monitor and/or review the system acted as a constraint on its success (McMahon, 2009a).

As regards surveys carried out predominantly in the private sector, IBEC (2006) found that only 32% have a formal evaluation system, but IBEC's (2009, cited in McMahon, 2009a) subsequent survey concluded the following:

Organisations that formally evaluate their process were most positive about its effectiveness. A formal review of what is/is not working well is an important step in improving the process (p.136).

McMahon (2009a) reiterates the importance of such formal reviews by stating that their perceived neglect is in stark contrast with the care and attention devoted to information technology (IT), marketing or financial control systems. Consequently, McMahon (2009a) maintains that the effectiveness of the system should be checked periodically. Armstrong and Baron (2003) cite Engelmann and Roesch (1995) in suggesting a

number of areas that should be examined when evaluating a 'performance system,' including the following:

1. how it supports the organisation's objectives;
2. how it encourages personal development;
3. how addresses company policy;
4. how it is linked to pay.

Armstrong and Murlis (2007, cited in McMahon, 2009a, p.137) state that 'cosmetic changes to PM are generally unlikely to work', and therefore recommend that any such evaluation or review must:

1. give due consideration to what the current situation is, and its causes;
2. show an awareness of the SMART objectives (Doran, 1981) that have been set;
3. determine whether the system is fair and consistent for all concerned;
4. identify the key players who will be involved, gain their commitment and identify the necessity for adequate training to support the new system.

McMahon (2009a) advises that an internal or external agency, or a combination of both, could carry out this evaluation process. In terms of the techniques employed to evaluate, he recommends written reports, questionnaires (with a different thrust or question content for reviewers and reviewees), interviews (normally face-to-face, but which can be formal or informal) and, finally, focus groups, which can serve to explore themes emerging from the administered and analysed questionnaires. IBEC (2006) has found focus groups to be the most effective method, providing insightful feedback that is supported by reasons, with group-member interaction prompting additional insights.

P. Performance management and change management

Change management can be defined as the systematic, continuous and iterative practice of altering specific workplace systems, behaviours and structures to improve

organisational efficiency or effectiveness (Barratt-Pugh, Bahn and Gakere, 2013; Orlikowski *et al.*, 1997, cited in Barratt-Pugh *et al.*, 2013). Bandura (1986), cited in Armstrong and Baron (2003), states that people make conscious choices about their behaviour. He believes that these choices are influenced by information from the environment, and are based upon the things that are important to them; e.g. the views they have about their own abilities to behave in certain ways, and the consequences they think will result from whatever behaviour they decide to pursue. Armstrong and Baron (2003) themselves believe that the implication here is that PM processes can be a powerful tool in helping to achieve change, by providing for the joint identification by the manager (change agent) and the individual (change recipient) of the targeted behaviour required and the skills required to reach that target. Colville and Milliner (2011) advise that, by using Janssen's (1975) 'four rooms' model of change (involving contentment, denial, confusion and renewal), HR can gain a sense of how people are responding to change, and to help them accordingly.

Culture, too, plays its part. According to Weir (2010), cited in Colville and Milliner (2011), in an increasingly globalised economy, the way in which different cultures interpret organisational structures, processes and strategy is a critical factor in the success of PM. Cultural differences may be national, religious or social, and implementing a change process and embedding PM will require the recognition of these. Coville and Millner (2011) add that HR can use data to build a compelling case for change and the need for a PMS 'process and practice' that is focused on delivering the organisation's strategy. They quote a 'change equation', or process, proposed by Beckhard (1969):

$$C \text{ (successful change)} = (A \text{ (dissatisfaction)} \times B \text{ (vision of what is possible)} \times D \text{ (steps towards the vision)}) > X \text{ (the cost of change)}$$

The value and role of HR is in linking together all of these five components and translating them all into a business language that is understood by all concerned (Weir, 2010).

Considering the private sector or the business sector, it is interesting to examine the *Tower Watson Change and Communication Return on Investment (ROI) Survey Report (2013/14)*. This was a global study, with the majority of participants from Asia Pacific, followed by North America, Europe, Middle East Africa (EMEA) and Latin America. Only 4% were from the public sector and the education sector, while most respondents came from organisations with less than 2,000 employees. The study found a continued strong relationship between superior financial performance and effective communication and change management. It argues (similarly to Weir (2010), above) that the fundamentals of communication and change management are more effective when grounded in a deep understanding of an organisation's culture and workforce. However, the survey results reveal that most change projects fail to meet their objectives, with only 55% being initially successful in the long run. Two areas which stand out as critical to improving change effectiveness in managers are the following:

1. paying careful attention to their employees in their change planning;
2. investing in effective training so that managers can support employees, and both hearing and sharing negative feedback. Managers can serve as a catalyst for successful change, but only if one prepares and holds them accountable.

It is recommended that managers excel in four main areas:

1. crafting jobs; i.e. understanding individual dispositions to better focus their development, clarifying job roles and fostering teamwork;
2. developing people through PM, supporting career paths and learning, coaching effectively, setting goals and expectations;
3. recognising good performance through reward, both intrinsic and extrinsic;
4. energising change by building adaptability into individual and team performance.

The study concludes that organisations which are highly effective in the area of change and communication are 3½ times more likely to financially outperform their peers than those that are not.

Turning now to the public sector, McCarthy, Grady and Dooley (2011) believe that there is a clear link between effective leadership and change management capability amongst senior management in Irish public sector organisations. Collectively, the SMI (1994), the DBG (1996) and the *Transforming Public Services* (TPS) (2008) report have set the agenda for change in the Irish public sector and CS. Their objectives are to ensure that public service makes a greater contribution to national development, is a provider of excellent services to the public and makes effective use of resources. Ironically, qualitative comments gathered since 2008 by McCarthy *et al.* (2011) indicate that PMDS in the CS acts as a *constraining* factor in enabling effective leadership. They found a need for PMDS to be integrated further with other HR functions, such as discipline, reward and promotion. Reference is made to the ‘rigidity of the IR structure’ within the public sector at large, where managers claim that they are managing and leading, but without necessarily having the authority and adequate control mechanisms to effect real change. One is reminded of Boyett and Conn’s (1995) conclusion that ‘people don’t resist change, they resist *being* changed’.

A further report, from Rhodes and Boyle (2012), relates that the Irish government is giving a broadly positive assessment of its organisational review programme. However, the main challenge concerns ‘giving leadership’, while the management of change itself remains a limitation in several organisations, including issues such as developing a shared understanding of the need for change, planning and project management. Similar to McCarthy *et al.* (2011), PM is viewed as problematic. Rhodes and Boyle (2012) offer a number of contributing factors to the slow pace of PM reform in the Irish public sector, including the following:

1. the benign economic environment during the Celtic Tiger period;
2. the culture and capacity of the public service;
3. the consensual partnership approach to policy-making;
4. the relatively low level of marketisation in public services.

However, there have been external factors, too, as noted by Lodge and Hood (2012), cited in Rhodes and Boyle (2012). They explain that Ireland faced a ‘triple whammy’ of financial, demographic and ecological vulnerabilities to develop into what they call a ‘hollow state’ or ‘local communitarian state’. The former is where as much as possible of the public service is off-loaded to the private sector, the latter envisaging a greater role for community and voluntary organisations in public service provision. Rhodes and Bole (2012) warn that managing the tensions surrounding these external factors is likely to pose significant challenges for the government public service reform agenda.

2.9.1 Mechanisms and features used to appraise staff performance

PA, as a subset of PM, can be conducted through a variety of mechanisms or schemes. Appendix X summarises the frequency of use of mechanisms in the USA, the UK and Ireland based on the most recent available data. The surveys cover a 15-year period (from 1994 to 2009). What is noteworthy is how the 18 mechanisms listed are practised

to varying degrees within each jurisdiction. These methods are also listed in Appendix I, along with brief descriptions that include their respective strengths and weaknesses. The figures relating to PRP have already been discussed in Section 2.9 (F) above.

McMahon (2009a) highlights that, to meet their own particular needs, many entities opt for a variation and combination of mechanism or scheme types. He adds that one often finds that some organisations use different scheme types for different staff categories, ranging from executives and senior managers to manual workers. He deduces that the key factor in determining the choice should be the system's objectives; i.e. what it is that the organisation wishes to achieve with its PMS. The frequency of appraisals in an organisation can vary from annual to bi-annual, quarterly or 'rolling appraisals' (CIPD, 2005; IBEC, 2002, 2004; Armstrong and Baron, 2003). A relatively new feature of appraisals is the introduction of online-based systems (e-reward, 2005; Talentevo/DCU, 2012), where the employee completes a self-appraisal online, and forwards same to the line manager. The results are then discussed in the conventional manner at the subsequent development and review meeting.

It is significant to note also from Appendix X the greater use of the BSC mechanism in Ireland than in the UK during 2004 (10% versus 3%), demonstrating the advances made in PM practice in Ireland. According to Stivers and Joyce (2000), the use of the BSC is growing in popularity because organisations have begun to accept that financial accounting measures alone provide an incomplete picture of what drives performance. Citing Itami (1987), they contend that the environmental changes that are occurring via the information age have created a climate in which a firm's ability to exploit its non-financial or intangible assets has become more critical than managing its physical, financial or tangible assets. Stivers and Joyce (2000) argue, therefore, that the BSC

mechanism enhances an organisation's competitive advantage. McMahon (2009a), citing Kaplan and Norton's (1992) study, describes the mechanism as one based upon the assumption that employees put effort into those areas on which they will be assessed (i.e. targets), whilst ignoring other potentially equally important areas.

Appendix X illustrates the increased emphasis on competencies that is now being practiced in the Irish Civil Service (Department of Public Expenditure and Reform, 2012). Earlier evidence of same in the private sector can be seen in the UL/IMI survey (McCarthy and Pearson, 2000), which demonstrates 43% of organisations in Ireland have introduced competencies. This represents an increase of 21% in one year, as reported by Boyle *et al.* (1999), cited in McCarthy and Pearson (2000). Conclusive evidence of the growth of competency assessment in Ireland is the 61% figure reported by McMahon (2009a). 'Critical incident' is also a mechanism that is not practised widely yet does show a slight growth in popularity in Ireland (McMahon, 2009a). Descriptive essay writing shows a marked drop in popularity in Ireland, while the remaining mechanisms are more widely used.

Forced distribution (FD) is showing signs of growth in the UK and, to a lesser extent, in Ireland. However, Lavelle *et al.* (2009) add to the discussion by reporting that a greater proportion of US MNCs in Ireland use FD than their UK or Irish counterparts. They relate that FD has become increasingly prominent as organisations have sought to gain a competitive advantage by using the outcome of appraisal systems as the basis for decisions on pay, promotion and redundancy. However, McMahon (2009a) counters that some organisations in the US have been forced to abandon their FD schemes for legal reasons – with allegations of low rankings due to age, rather than performance, featuring in some challenges. Objective-setting and review, meanwhile, as inspired by

the MBO movement, is by far the most popular mechanism, especially in Ireland (98%), as reported by McMahon (2009a). He adds that a research programme carried out by Latham and Locke (1979) found that production increased by 19% when goal-setting was used. CIPD (2004) reports an effectiveness rating of 82% for this mechanism in the UK. It can be clearly understood that ‘paired comparison’, which is one of the oldest appraisal mechanisms, is least popular in the USA (3%) (McMahon and Gunnigle, 1994). This lack of popularity is probably due to its subjective nature, as described in Appendix 1.

‘Ranking’ has also grown in use in Ireland, but falls behind the figure recorded in the US (McMahon and Gunnigle, 1994). McMahon (2009a) comments, however, that, though the ranking and paired comparison type schemes persist, they are invariably used in association with other schemes. Appendix IX lists three different forms of ‘rating’ – ratings, a weighting checklist and behaviour-anchored rating scales (BARS). However, McMahon (2009a) advises that there is no evidence that any single approach to the rating scale technique is superior to any other. Allen (2010) reports, from a US-led international survey, that, for many organisations, ratings are scrutinised to positively encourage differentiation amongst employees. In this way, Allen (2010) states that the battle lines are drawn for each employee to fight for that all-important ‘number’ which will win them greater status and money. Rating scales are also growing in popularity amongst organisations in the UK and Ireland. Armstrong (2006, cited in McMahon, 2009a) concludes that this is so in the UK because many organisations perceive that its advantages outweigh the disadvantages.

Appendix X has only one available figure for ‘TDPs’. A ‘team’ is defined by Houldsworth and Jirasinghe (2006) as a group of people who share a common objective,

and who work together to achieve it. Indeed, many of these teams are multidisciplinary, but McMahon (2009a) cites Wright and Brading (1992), who observe that, while team performance is important, it is no substitute for managing individual performance. McMahon (2009a) describes ‘self-appraisal’ (incorporating a Performance Development/Improvement Plan (PDP/PIP) as a natural, ongoing and automatic process. He adds that it enables both the employee’s and the manager’s views to be considered. The rise in popularity of self-appraisal is clear, growing from 30% (CIPD, 2004) to 89% (e-reward, 2005) in the UK, and from 53% (McMahon, 1998) to 74% (McMahon, 2009a) in Ireland.

Varma *et al.* (2008) report that, in early 1990s USA, multi-source or ‘360-degree’ feedback appraisals quickly gained widespread popularity (Appendix I). This mechanism comes in the form of feedback from one’s superior, peers, subordinates and/or (internal and external) customers. It is viewed in the US as having a superior impact on workplace behaviour compared with more traditional supervisor-only feedback (Linehan, Morley and Walsh, 2002; AMA, 1994, cited in Bohl, 1996). Bohl (1996) adds that many organisations in the US use the results of this form of appraisal for merit increases and promotion. However, this trend counters the advice provided by those who argue that the feedback should be used for developmental purposes only (Section 2.6 refers to this).

In Ireland, Lavelle, McDonnell and Gunnigle (2009) found that the use of 360-degree feedback is marginally greater (25%) amongst US MNCs than their Irish counterparts (23%). However, Appendix X shows a decrease in practice within Ireland of 32% in five years (UL/IMI, 2000; IBEC, 2004). Nevertheless, IBEC (2004) reports a 46% level of satisfaction with 360-degree appraisal. The table also reveals a decline in its practice

in the UK. These figures are consistent with the assertion by McCarthy and Pearson (2000) that, outside of the US, where it was first developed, 360-degree feedback is now in decline.

A lack of managerial acceptance of (and defensiveness towards) ‘upward appraisal’ has been identified – especially at middle and junior management levels – as the reason for the low uptake in the UK. This decline took place after an initial ‘flurry of activity’ in the early 1990s (Redman and Wilkinson, 2009 cited in McMahan, 2009, p.123). Two segments of 360 degree feedback – ‘peer’ and ‘customer’ appraisal – are, however, showing gradual growth in practice within Ireland. CIPD (2004) reports an effectiveness rating of 12% for the former in the UK. No statistics regarding ‘subordinate’ appraisal were available to the researcher. While McMahan (2009a) highlights the strengths of 360 degree appraisal, he also discusses its demerits, stating multi-source assessments can be time-consuming, information- or paper-heavy and costly.

2.9.2 Summary of elements, mechanisms and features of performance management

The 16 elements of PM, as identified, capture the spirit of Fletcher and William’s (1992) definition of the concept of the PM process. They define it as an approach to creating a shared vision between individuals and the organisation, with the purpose of enhancing overall performance. This vision bears fruit as the setting and linking of objectives manifests into a developmental, judgemental and/or measurement-led process. Particular attention has been paid to the judgemental aspect, and its link to financial reward. Given the importance of PM to staff motivation – and ultimately the attainment of the organisation’s objectives – it can be argued that it should be treated as one of the most vital contributions that a manager can make to organisational success.

Line managers are identified as those whose role it is to enhance performance through the provision of feedback to staff. The training of line managers and their staff in preparation for development and review meetings has been identified as vital to the success of the process. In the case of underperformers, the line manager is recommended to be appropriately trained to applaud success and forgive failure. He is encouraged to tackle problems at an early stage and provide constant, constructive feedback to staff. Counselling and discipline are also relevant to the underperformer. Workplace counselling encourages people to accept much of the responsibility for their own performance and development. In general, PM is regarded as a more discrete process than that the use of discipline.

In the past, Irish trade unions have tended to show little formal interest in PMS, but, in more recent times, with appraisals designed to determine the allocation and size of pay increases, or to influence promotion and career development decisions, this indifference is rare. Monitoring and reviewing or evaluating one's PM process or system on a regular basis is perceived as a prerequisite to its success, though few organisations make any *formal* attempt to do so. Finally, the various mechanisms or schemes and features used to appraise staff have been assessed on an empirical basis. It is evident that objective-setting is universally popular, while 360-degree feedback is, reportedly, in decline. Of course, many organisations use a combination of mechanisms to appraise. The key to choosing the mechanism should be the PMS's objectives. These objectives amount to what the organisation wishes to achieve with its appraisal system. It is now appropriate to examine the overall impact and perceived effectiveness of PM.

2.10 Impact and perceived effectiveness of performance management

The impact or influence that PM has had on both sectors in Ireland and abroad is evident by its continued growth in practice. Despite criticism that has been made in this regard, there remains a strong perception that PM represents an effective process or system. Table 2.9 lists the available empirical evidence in this regard. One way of testing its effectiveness is to formally evaluate it. Armstrong (2006) argues that such evaluations make it easier for organisations to establish how well their PM process is operating, and enables them to understand how performance can be improved. The most trenchant criticism of PM practice is found, ironically, amongst American commentators. The *Fortune 100* survey (Thomas and Bretz Jr, 1994) have identified two major concerns of organisations, in relation to PM:

1. acceptance of the system by its employees;
2. whether they believe the process and its results to be fair.

Table 2.9

Perceived effectiveness of performance management

Country	Year	Source	Effectiveness
USA	2012	Lawler	85%
	2010	Allen (International Study)	43%
	1996	SAM	10%
UK	2005	e-reward	68%
	2004	CIPD	48%
	2003	IRS	77%
	2000	Houldsworth and Jirasinghe	68%
	1997	IPD	40%
Ireland	2011	Talentevo/DCU	69%
	2009	McMahon	70%
	2004	IBEC	57%
	1998/99	McMahon	60%

In addition, the process has been found to be disliked by both managers and staff, because they both see no perceived sense of ownership by either side, with managers hesitant to give negative feedback, notably in written form. Finally, it has been found that, for management and staff, there are few formal rewards for taking the appraisal process seriously. According to Nelson (2000), the Society of American Management (SAM) (1996) found in their survey that less than 10% of its respondents believed PM to be effective. Furthermore, 40% of employees stated that they had never received a PA. Nelson (2000) recommends a constant review of the PM process to make it effective, the goal being to motivate staff through constant feedback, with an emphasis on employee development.

The Mercer survey (2002, cited in Hansen, 2003) of some 2,600 employees in the US found similar results to those of Nelson (2000). It revealed that only one third of respondents had experienced a formal PA in the previous 12 months. Only 29% indicated that their manager regularly coached them on improving their performance. Respondents did add, however, that their performance was rewarded when they worked effectively. On another, more positive, note, the survey found that, of those who had been formally appraised in the past 12 months, 62% felt a sense of commitment to the organisation. Mercer (2002) concludes that *effective* PM has a strong connection with the commitment, satisfaction and engagement of the employee, with regard to his/her workplace, and this, in turn, can affect major business outcomes, such as turnover and productivity.

From an international perspective, Milliman *et al.* (2002) state that PAs in the Far East are viewed as problematic yet form an important part of the PM process. They contend that PA remains an enigma in management processes. On the one hand, it is viewed as

an essential management tool that can enhance development, communication and the implementation of the company's strategy. On the other hand, they state that it can create more problems than it solves, and can lead to the de-motivation of employees. Interestingly, Lawler and McDermott (2003), in their US study, make the evidence-based observation that the appraisal process is more effective when associated with reward. They add that the process works particularly well when people are appraised on both how they obtain results (inputs) and the actual result itself (outputs). The correlation between effectiveness and reward may explain why there is a higher incidence of judgemental or PRP systems in the US than in the UK or Ireland (outside of the US MNCs located there), as discussed in Section 2.9 (F). Allen's (2010) worldwide study of Sibson Consulting, in concert with the WorldatWork Association survey of the association's members on PM practice, found that less than half of HR professionals (47%) surveyed (n=750) perceive their system as helping the organisation achieve its strategic objectives. Allen (2010) adds that one third felt that their employees lacked a sense of trust in the appraisal process. Lawler (2012), while reporting a high effectiveness rating (85%), concludes that organisations will continue to do PAs despite their shortcomings and the many criticisms of them that appear in the management literature. He advocates continued improvement of the process, the key being to make PA part of a complete PMS, which includes goal-setting, development, compensation actions, performance feedback and a goals-based appraisal of performance.

Similarly, there has been contrasting critical opinion in the UK about appraisal and PM. Pym (1973) noted the politics of appraisal, yet commented that appraisals fulfil an important ritual, institutionalising the ideology of achievement. Barlow (1989) also acknowledges the social and political influence which affects the operation of appraisals. He elaborates that appraisals are tolerated because they do not constrain

activities and sometimes conceal or confer what he calls 'latent benefit'; i.e. one that is existing but undeveloped or hidden. This may yield, for example, increased motivation of, or better working relations between, staff and line management.

Townley (1999), in her study of PM in UK third level education, has found that it represents a conflict between formality and informality when it fails to take into consideration the political dimension of universities. She further identifies resistance to the formality of appraisal in some of the earliest research on PA. Citing Barlow (1989), Townley (1999) contends that there is conflict, too, between those who do and do not view the exercise of appraisal as a necessary, rational activity. She reports that practical reasoning and the aforementioned rationality have helped to progress the impact of PM in the UK's universities through the understanding by both management and staff of the necessity to achieve goals and create efficiency in the workplace. More recent and broader empirical evidence from the UK shows that the issue of staff motivation remains of some concern. The *e-reward* (2005) survey has found that 49% of its respondents believe that staff are more de-motivated than motivated by PM. According to Armstrong (2006), this figure is a sad reflection on the effectiveness of PM. Nevertheless, the survey does report a higher figure for overall effectiveness as tabulated above. The UK figures, in general, demonstrate a mixed reaction since 1997, and this is added to by the IRS (2003), which found evidence to suggest that PM practice is effective, with 81% of respondents identifying 'on the job training' as effective, and 77% identifying employee appraisals in a similar light. Significantly, however, and in contrast with the US findings of Lawler and McDermott (2003), only 44% believed that PM was effective where performance-related bonus payments were employed.

The impact of formal PM in Ireland has been significant, and is evidenced by its growth in the private sector (IBEC, 2012, 2009, 2006, 2004, 2002; McMahon, 2009a), along with its introduction to the public sector in 2000 (General Council Report No 1368, 2000). An example of the increase in awareness of the importance of PM to industry can be seen in the CIPD/Mercer Consultants (2002) survey report, which identifies PM as a contributory factor in driving the increasing focus on talent management issues in Ireland (e.g. training and development, productivity, retention and managing labour costs, communications). A random sample survey of senior HR managers indicates their current and future priority ratings from a list of 25 HR issues. They rated employee education/training as their first *current* priority, followed by intercommunication, staff retention and PM. Significantly, they moved PM into second place in their list of *future* priorities, behind employee education/training.

IBEC (2004) reports a high satisfaction rating with PM in Ireland even without it being formally evaluated. Of those who do formally evaluate their process, 71% stated that the processes were very or mostly effective (IBEC, 2004). McMahon (2009a) records a combined effectiveness rating of 70% from both sectors in Ireland. This represents a 10% improvement in a decade (McMahon, 1999). However, in McCarthy *et al.*'s (2011) multi-source leadership assessment study on leadership in the Irish CS, senior leaders reported that they were managing and leading without necessarily having the authority and adequate control mechanisms to effect real change. McCarthy *et al.* (2011) recommend, therefore, that PMDS be reviewed to ensure that it assists leaders to more effectively manage staff across a variety of HR areas. Overhauling PM is also viewed in the Irish business sector as being critical to success, notably to better align it with reward practices (Carter and O'Connell, 2013), though the empirical evidence does demonstrate high prevalence rates. Therefore, it could be deduced that the PM process

is effective. The literature reviewed highlights the growth of PM both at home and abroad, and its impact on work practices in both sectors. The available empirical evidence also indicates growth regarding the perceived effectiveness of the PM process or system.

2.11 Summary of, and conclusions from, the literature review

This review was carried out by working, as recommended by Anderson and Poole (2001), from the general towards the specific; i.e. from the tertiary and secondary sources of information to primary sources. However, it is important to point out that the resulting primary research took place from November 2007 to February 2008. Therefore, as this work is being submitted in 2015, the researcher has attempted to update the literature review from the time of the survey.

2.11.1 The level of incidence of performance management

It is acknowledged that the evolution of PM in Ireland has been influenced by the private sector. This had its genesis in the arrival of mostly US MNCs and the subsequent growth and interest in personnel/HR management practice amongst indigenous organisations. The concept of PM has now been embraced by the public sector in Ireland with the substantial aid of successive partnership policy agreements. Even with the collapse of partnership in 2009, PM continues to be encouraged by the Irish government under the auspices of the Department of Public Expenditure and Reform. However, it was not clear in 2007/08 what the comparative level of incidence was, and an updated figure was required to assess the progress, or otherwise, of PM in Ireland.

2.11.2 The objectives of the process or system

The spirit, or objectives, of the PM process are perceived as an approach to creating a shared vision between individuals and the organisation, with the purpose of enhancing overall performance. This vision is conceived at the construction stage of the system, or process, and bears fruit as the setting and linking of objectives manifests into a developmental, judgemental and/or measurement-led process. To gain comparative empirical evidence of the objectives of organisations in conducting PM in Ireland is important, as it helps to compare and contrast the results with studies conducted in the US and the UK.

2.11.3 How performance management is practised, including the methods employed

The emergence of PM in Ireland has also formed a platform for an examination of the methods and mechanisms of PM processes as practised in Ireland and abroad. The review attempts to do this by addressing 14 key elements, or features, of the PM process. Section 2.9 provides an understanding of the planning, action and monitoring that is required for the successful implementation of PM within an organisation. Included in this discussion are topics such as the role and training of line managers in the PM process, and how to manage underperforming staff (preferably through counselling, rather than discipline). In addition, PM by bullying and harassment has emerged in recent times, with many managers now being pressurised to gain more from less at work. As regards trade unions, in the past, Irish trade unions have tended to show little formal interest in PMS. In more recent times, this indifference has been rare. Finally, a strong case is made for the formal evaluation of the PM process, or system, given its importance to staff motivation, and, ultimately, the attainment of the organisation's objectives. This section concludes by assessing, on an empirical basis,

the practice of the various mechanisms or schemes used to appraise staff. It acknowledges, for example, the popularity of objective-setting and review, and the problems encountered by 360-degree appraisal. To target this area of PM will prove informative, as it has not been fully surveyed before now, particularly on a comparative basis across the sectors.

2.11.4 The perceived impact or effectiveness of performance management

The literature highlights the growth of PM both at home and abroad, and its impact on work practices in both sectors. However, the available empirical evidence suggests a lack of consensus regarding the effectiveness of the PM process. Furthermore, despite the number of surveys examining prevalence, it would appear to be a limitation of these studies that only six can empirically state how effective PM actually is. Likewise, only two surveys out of the 10 listed in Table 2.9 identify the effectiveness of the mechanisms or schemes used in their PM process. The presence and role of culture in both sectors, and its influence on PM, is further highlighted. The philosophy of individualism within the private sector has aided the growth of individual PRP in Ireland. According to Varma *et al.* (2008), current studies reveal that economic maturity is now a more important determinant of PMSs than culture. Turning to the public sector, it has traditionally been perceived as bureaucratic, and dominated by a role culture where rules and procedures are the norm. Since 2000, PM practice within the civil and public service has been promoted by the Irish government, originally through social partnership. It is perceived now in Ireland as central to talent management. To gather up-to-date evidence on the impact of PM in Ireland is especially informative, whilst this study also identifies the inhibitors to its success.

Chapter 3 – Research methodology

3.1 Introduction to research methodology

Methodology is defined by Easterby-Smith, Thorpe and Lowe (2002) as the combination of techniques used to enquire into a specific situation. This chapter evaluates:

- the appropriateness of the methodology for the particular enquiry;
- the quality and quantity of data collected;
- the further appropriateness of the analysis processes;
- the management of access and co-operation.

Source: Anderson (2004)

Balnaves and Caputi (2001, p.52) cite Babbie (1986) in describing methodology as ‘the science of finding out’. They elaborate that methodology is the philosophical and theoretical underpinning of research that affects what a researcher counts as evidence. ‘Methods’ are described by Balnaves and Caputi (2001) as the actual techniques and procedures used to quantify and to collect data.

3.2 Research statement

A research statement or hypothesis is created or arrived at when one writes out a sentence following on from developing and refining the research idea. This is done by not choosing an idea that is too big or vague, and that sounds fancy or professional but is really not clearly defined (Kane and O’Reilly-de Brun, 2001). The goal is to write out a descriptive research topic without confusing it by using intimidating jargon, and to study a topic that is real to the researcher. It is advisable to do the following:

1. Select the topic of interest by asking: ‘who?’, ‘what?’, ‘where?’, ‘when?’, ‘why?’.
2. State what one wishes to study in one sentence, if possible.
3. Define every major word in the statement, so that one has a clear guide as to what one is examining throughout one’s research.
4. Rewrite the sentence, taking all of the above three points into account.

Having used this narrowing technique, the researcher should arrive at a sentence that not only sounds good, but also one that he/she understands (Kane and O’Reilly-de Brun, 2001).

According to Creswell (2009), the *design* of a quantitative purpose relating to the research statement also includes:

- the variables in the study and their relationship;
- the participants;
- the research site;
- the language associated with quantitative research;
- the deductive testing of relationships or theories.

Henceforth, the statement begins with identifying the proposed major variables in the study, and locating and specifying how the variables will be measured or observed. Finally, the intent of using the variables quantitatively will be to relate variables. Creswell (2009) continues with brief definitions of these variables, three of which are as follows:

1. The independent variable is the one that (probably) *causes*, influences or affects outcomes.

2. Dependent variables are those that depend on the above; i.e. they are the outcome or *effect* of the influence of the independent variables
3. Intervening variables, or mediating variables, stand between the independent and dependent variables, and they mediate the effects of the independent variable on the dependent variable.

Kerlinger (1979, cited in Creswell, 2009, p.51) offers a summary of the above when he defines a quantitative theory as ‘a set of interrelated constructs (variables), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining natural phenomena’. The following is, therefore, the research statement of this body of work:

A comparative study of PM practice in Ireland, as influenced by its expansion from the private sector to its public equivalent.

The independent variable is PM practice, while both sectors act as the corresponding dependents. Examples of the intervening or mediating variables in this study are those that have influenced the growth of PM practice in Ireland.

3.3 Research objectives

In evaluating PM practice in Ireland, the objectives of the study are to assess:

1. To compare the incidence of PM practice amongst public and private (Irish-owned and foreign-owned) sector organisations;
2. To consider how PM is practised by these organisations, including the mechanisms employed;
3. To determine the objectives of the process for these organisations;
4. To ascertain the comparative perceived impact, or effectiveness, of PM.

3.4 The null hypothesis

According to Mirabella (2008), a hypothesis or research objective is a statement that tests one or two measurable variables. It typically asks if there is a difference or a relationship between the two variables. To evaluate its truth, one has to conduct a hypothesis test. Devore and Peck (2005) define a test of hypotheses or test procedures as a method of using sample data to decide between two competing claims or hypotheses about a population characteristic, namely the null and the alternative. If it was possible to carry out a census of the entire population, the researcher would know which of the two hypotheses is correct, but usually, as in this study, the researcher decides between them using information from a sample. Devore and Peck (2005) continue that the researcher initially assumes that a particular hypothesis called the null hypothesis is the correct one. The null hypothesis is a claim about a population characteristic that is initially assumed to be true. The alternative hypothesis is the competing claim. Reilly (1997) argues that the null hypothesis is so-called because, to begin with, it is neither proved nor disproved. He explains that the researcher begins by assuming that the null hypothesis is true, in much the same way that a defendant in a legal case is assumed innocent at the outset. The evidence (the sample data) is then considered, and the null hypothesis is rejected in favour of the competing hypothesis, called the alternative hypothesis, only if there is convincing evidence against the null hypothesis. In summary, the null hypothesis is a statement of equality, or of no difference or no relationship (Devore and Peck, 2005; Mirabella, 2008).

The test is concerned with gathering evidence to suggest that the null is not true. The lack of such evidence warrants a 'do not reject' decision. Mirabella (2008) further advises that the first hurdle is to choose the correct test. This requires answering the following four questions:

1. What is the level of measurement (i.e. is it nominal, ordinal or scale)?
2. Can a parametric test be used (i.e. when the hypothesis involves considering means or other population computations, known as parameters)?
3. How many samples are involved?
4. If two or more samples are involved, are the cases related or independent?

The six most common hypothesis test options used in research are as follows:

1. One sample test
2. Two sample test for independent sample
3. Two sample test for paired samples
4. Multiple sample test
5. Test of correlation
6. Test of independence.

Source: Mirabella, 2008

The first five hypothesis tests above have a parametric and a non-parametric approach available, while the test of independence is strictly non-parametric. For this reason, the test of independence, or chi-square test, is of most relevance to this study.

The chi-square test of independence is where a relationship is tested between two nominal or ordinal variables. Devore and Peck (2005) point out that the null hypothesis consists of two variables which are independent and have no relationship, while the alternative hypothesis consists of two variables that are not independent. They argue that the researcher can never claim that he/she has strong support for the null hypothesis; e.g. if he/she does not reject the null in a chi-square test of independence, he/she cannot conclude that there is convincing evidence that the variables are independent. He/she can only state that he/she is not convinced that there is an association between the variables. Creswell (2009) clarifies the argument when first describing the null hypothesis as one which makes a prediction that, in the general

population, no relationship or no significant difference exists between groups or a variable. Secondly, he adds that the alternative, or directional, hypothesis is one whereby the researcher makes a prediction about an expected outcome, basing this prediction on prior literature and studies on the topic that suggest a potential outcome.

Mirabella (2008) adds that the output of each hypothesis test has a significant value, or p-value, which measures the probability of such results occurring by random chance. When this p-value is large – i.e. 5% or 0.05 (or a less than 1 in 20 probability that the finding is due to chance (Shinavath, 1986)) – the researcher considers the results to be something that can easily happen by chance. When the p-value is small (i.e. less than 5%), this prompts the researcher to doubt the hypothesis. For the chi-square test to be valid, most of the cells should have an expected count of greater than 5, and none can have an expected count of less than 1. These measurements are termed ‘the levels of significance’ of the test. According to Conyngham (2008), the decision to reject or accept the null hypothesis (to test whether it is false) can be made by examining these values. The lower the p-value is, the more significant the result. The website www.statsoft.com explains the concept of statistical significance, or p-value, further, describing it as telling us something about the degree to which the result is ‘true’ (in the sense of being ‘representative of the population’).

All 32 questions in the questionnaire for this study’s survey (Table E), in addition to their respective answers and the chi-square test results, are contained in the accompanying CD-ROM. Also included are all of the cross-tabulation results. These tables were generated using the Statistical Package for Social Sciences (SPSS), Version 15.0. It can be confirmed that all of the chi-square test of independence results strongly suggest that there is a real difference between the variables being tested.

3.5 Research design

Anderson (2004) defines research design as transforming research ideas into a project and deciding on the overall strategy; i.e. how to answer the research question, accompanied by details of how to implement this strategy. A combined paradigm of quantitative and qualitative design, or triangulation, was considered but subsequently abandoned. This decision was based on Creswell's (1994) observation that triangulation is potentially expensive and time-consuming. According to Creswell (2009), the selection of a research design is based on the nature of the research problem or issue being addressed, the researcher's personal experiences and the audience for the study.

Arising from the research gap identified in the literature review, the decision was made to design the research using a quantitative paradigm. This paradigm is termed as positivist or empiricist. According to Creswell (1994), the entire quantitative positivist study is approached using a deductive form of logic, wherein theories and hypotheses are tested in a 'cause and effect' order (Section 3.1 refers to this). He explains that the intent of this form of study is to develop generalisations.

3.6 Research philosophy

According to Vesey and Foulkes (1990), in terms of 'philosophy', we are dealing with general questions. We do not simply state our case, but argue for it; *i.e.* we show by argument how it is linked with other things that are admitted. They further state that, to show that something is so, we must always start from something else that has already been established. Marias (1967) cites Ortega (1947), who argues that a philosophy is a fundamental universal certainty which justifies itself and thrives on evidence. Ortega (1947) elaborates, stating that all philosophy originates from the totality of the past, and projects itself towards the future. Examining philosophy more deeply, the central

question asked by Kierkegaard (1962) is ‘what sense can people make out of human existence?’ (cited in Popkin and Stroll, 1989, p.349). Kierkegaard (1962) refers, in this instance, to existentialism and phenomenology.

Vesey and Foulkes (1990, p.108) maintain that existentialism is a philosophical tendency that stresses man in his total setting in the world. It is the fundamental starting point of philosophic reflection and is concerned with human experience as a concrete event that has been lived through. It has its origins in the word ‘existence’ (translated from the Latin *existo* – ‘to stand out there’). Insofar as existentialist thinking relies heavily on the ‘experience’, Vesey and Foulkes (1990, p.109) maintain it has made use of the work of phenomenology. Phenomenology, in turn, attempts to capture experience without imposing on it any prior theoretical views held by the observer. Popkin and Stroll (1989) explain that, the German philosopher, Husserl (1989) (and best known as the father of the 20th century phenomenology movement), writing in 1931, believed philosophy could be an exact science based on certainty, which rests on no presuppositions. When we find out what is true in immediate experience, and why it is true, we need no suppositions to justify or explain this. Husserl (cited in Popkin and Stroll, 1989) maintains that we perform a ‘phenomenological reduction’ of consciousness, and uncover what is intuitively certain, in addition to what are the essences or features of experience. Phenomenology, then, is a science of ideal objects, a universal science, a science of the essences of experience, as referred to above (Marias, 1967). If phenomenology involves the study of all experiences, it must also involve the study of the objects of the experiences, because, according to Marias (1967), the experiences are intentional, and reference to an object is essential to them.

The present study is a quantitative study, which, according to Creswell (1994), is an enquiry into a social or human problem based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures, in order to determine whether the predictive generalisations of the theory hold true. By choosing a survey, this study takes an objective stance, whereby it is intended to achieve the goal of developing patterns and relationships of meaning (Dukes, 1984; Oiler, 1986 cited in Creswell, 1994) through phenomenological studies. Understanding the 'lived experiences' marks phenomenology as a philosophy that is based on the work of Husserl, Heidegger, Schuler, Satre and Merlau-Ponty (Nieswiadomy, 1993 cited in Creswell, 1994). Creswell (1994) adds that there are five assumptions to be made about quantitative research based on ontological, epistemological, axiological, rhetorical and methodological approaches.

- i. The ontological assumption asks 'what is the nature of reality'; i.e. what is 'out there', independent of the researcher.
- ii. On the epistemological question, the quantitative approach holds that the researcher should remain distant and independent of that being researched. It is necessary, therefore, to be objective.
- iii. The axiological technique requires that the researcher's values are kept out of the study by using value-free and unbiased language, and by simply reporting the 'facts'.
- iv. Another distinction concerns the rhetoric or language of the research. This is recommended to be formal and impersonal, and based on accepted words relating to features such as relationships and comparison and within groups.

- v. Finally, it is recommended to approach a quantitative methodology by using a deductive form of logic, wherein theories and hypotheses are tested in a cause-and-effect order (Section 2.1 refers to this).

The intent, Creswell (1994) concludes, is to develop generalisations which are enhanced if the information and instruments used are valid and reliable (Section 2.8 and 2.9 refer to this). To carry out this quantitative study, phenomenology was considered more suitable than ethnographics – which studies an intact cultural group in a natural setting over a period of time (Thompson *et al.*, 1989).

To summarise, in phenomenological studies, human experiences are examined through the detailed descriptions of the people's being studied. The study is of the totality of the human-being-in-the-world. The research focus of the study is on experience as described from a first-person view; its logic is apodictic, meaning that the researcher seeks to apprehend a pattern as it emerges. The research strategy is holistic, and seeks to relate descriptions of specific experiences to each other, and to the overall context of the life-world. The research goal is to give a thematic description of experience. To conclude, Thompson *et al.* (1989) define existential-phenomenological research as empirical. Its evidence is formed via respondent descriptions of lived experience that are open to careful scrutiny.

3.7 Quantitative research

According to Remenyi *et al.* (1998), quantitative research is viewed as an objective 'scientific' method of collecting facts, followed by studying the relationship of one set of facts to another. It involves analysing quantitative data using statistically valid techniques. It has the advantage of producing quantifiable and potentially generalisable conclusions; i.e. those which can be applied to the population at large. Easterby-Smith

et al. (2002) explain that quantitative methods include surveys, structured interviews, psychological tests, systematic and regular observation, and the study of written records and indices on public databases. Anderson (2004) expounds that the survey method, in particular, can be used to measure issues that are crucial to the management and development of HR, such as behaviour, attitudes, beliefs, opinions, characteristics and expectations. This opinion has greatly influenced the choice of a survey for the purpose of this study. This is so given that PM is, as detailed in the literature review, is such a central component of HR thinking amongst so many practitioners today. It will be further observed that the structure of the questionnaire, or research tool, attempts to cover most, if not all, of the issues listed by Anderson (2004) above. On the negative side, Easterby-Smith *et al.* (2002) argue that methods such as surveys, given that they are statistically based, tend not to be completely effective for understanding processes or the significance that people attach to actions. The choice and type of survey method is now explained in more detail.

3.7.1 Research sample

Sampling is the deliberate choice of a number of people to represent a greater population (Anderson, 2004; Reilly, 1997). It should reflect its characteristics in such a way that one can confidently state that the conclusions of the study can be generalisable (Anderson, 2004; Easterby-Smith *et al.* 2002; Remenyi *et al.* 1998). According to Anderson (2004), a research sample is characterised by statistically determining a subset of the population. The general principle of Neuman (2003) states that, with populations of over 15,000, a 1% ratio (equalling, in this instance, 150) can suffice for a sample size. To this end, the majority of studies described in the literature review chose a simple random sample method (Appendix XI). In this way, everyone has an equal opportunity of being selected. According to Anderson (2004), whilst this approach does

not guarantee a perfect representation of the population, it does mean that it will be close to it. Reilly (1997) describes this kind of deductive reasoning as inference. The population size is denoted by 'N', with the sample size denoted by 'n'.

The exception to random sampling is non-probability convenience sampling, as chosen by McMahon (2009; 1999), and McMahon and Gunnigle (1994). This is defined as taking the most convenient number of people available to the researcher (Kane and O'Reilly-de Brun, 2001), and is more commonly used in qualitative research (Anderson, 2004). Sekaran (2001) believes that convenience sampling could offer some important leads to potentially useful information, with regard to the population at large. With response rates of 100% per survey from both sectors, this is true. Furthermore, the information gathered from all three aforementioned PA/PM surveys has acted as a benchmark for the present survey. However, Creswell (2003) does warn that this form of sampling is not representative of the population, and therefore is not generalisable.

Focusing on other recent Irish studies listed in Appendix XI, Talentevo/DCU (2011), IBEC (2004) and Cranet/UL (2000) had a response rate of 19%, 15% and 23%, respectively. These rates are consistent with Burgess's (2001) observation that surveys can yield a likely 20% response. However, Sekaran (2001) suggests that a 30% response rate is acceptable. Whilst the IBEC (2004) sample frame is limited to its membership listing, the Cranet/UL (2000) sample frame is derived from the *Business and Finance* lists of the top 2,500 organisations in Ireland, thus restricting the survey to top-performing organisations, based on their financial turnover. The Irish random sample survey with the highest known response rate is Shivanath's (1987), at 34%. Her study concerned the role and status of personnel practitioners in Irish industry (including their views on PA). The PwC/UL (1992) survey was limited by its use of an employee class

size of 200 or more. This excluded small-to-medium enterprises (SMEs) which employ 50-200 employees. Contrast this with IBEC (2004), McMahon (2009a; 1999), and McMahon and Gunnigle (1994), all of whom used employee class sizes of 50 to 5,000, or more, making these four surveys more extensive.

Reilly (1997) cautions that survey bias (i.e. selecting the sample in such a way that it gives a distorted picture of the population) must also be avoided. To overcome this, Creswell (1994) recommends a probability stratified random sample. Creswell (2003) adds that this form of sample reflects the proportion of individuals with certain characteristics of the population. Stratification ensures that specific true characteristics of the population will be represented. It is considered by Balnaves and Caputi (2001) to be the most efficient of the sampling designs. On this basis, the researcher decided to adopt this method, constructing the following five strata, or characteristics, with the assistance of the Central Statistics Office (CSO, 2006) and the advice of Kompass Ireland:

1. Dublin and the rest of the country (25 counties)
2. private and public sector organisations
3. six employee class sizes
4. 10 private sector categories as listed in the Kompass Ireland (2007) database
5. 4 categories of the public sector.

Financial and time constraints were also considered, and it was concluded that 500 organisations nationwide should be employed as a subset of the wider employed labour-force, and as a manageable figure to survey. The Kompass Ireland April 2007 database, held in DIT Aungier St, matched the researcher's requirements as follows:

1. While consisting of a combined number of 105,000 private and public sector organisations in the Republic of Ireland and Northern Ireland, the total number from the Republic on the database is 75,000.
2. Its number of public sector organisations is approximately 18%, thereby matching the approximate national figure (CSO, 2006) (Table 3.1 refers to this).
3. It is not a list of top-performing companies, as with those from *Business and Finance* and *The Irish Times*. This matches the intention of the researcher to seek out information on PM practice in organisations in Ireland regardless of financial turnover.
4. It lists the names and telephone numbers of each HR manager/director (i.e. the required respondent of the researcher). Where no HR official is listed, the name of the CEO or GM replaces it. Unfortunately, it does not list their individual e-mail addresses.
5. As reported by Porteous and Hodgins (1995), the database consists of the type of industry of each organisation, and these are grouped according to geographical location.
6. The 10 categories of industry in the private sector in Question 4 of the questionnaire (Appendix III) reflect those listed by Kompass.
7. It accommodates the employee class size as required in Question 5 of the questionnaire (Appendix III).
8. It also reflects the minimum employee class size used by McMahon (2009a and 1999), and McMahon and Gunnigle (1994); i.e. 50 employees.

Dealing firstly with the national landscape, Table 3.1 summaries the CSO (2006) figures regarding the employed labour force in Ireland, on a ‘sectoral’ and ‘Dublin and the remaining 25 counties’ basis:

Table 3.1**Employed labour force, Republic of Ireland, 2006**

Location	Total of	Private	%	Public	%
	Private and	Sector	of National	Sector	of National
	Public Sector		total		total
			of Private		of Public
			Sector		Sector
Dublin	565,000 (100%)	388,000 (69%)	23%	177,000 (31%)	50%
Rest of					
Ireland	1,435,000 (100%)	1,258,000 (88%)	77%	177,000 (12%)	50%
All of					
Ireland	2,000,000 (100%)	1,646,00 (82%)	100%	354,000 (18%)	100%

(n/a = not applicable)

Source: Central Statistics Office (CSO), 2006

A projected estimate is shown in Table 3.2, below. This was done before downloading the actual sample from the database. The key to reading the table is Kompass Ireland's statement that 3,950 organisations match the stated requirement of this survey as made to them by the researcher, based on the employee class size listed in Column 1. This was the bedrock on which the calculation of each of the five strands of the sample was made. Table 3.3 and 3.4 reveal the actual breakdown of the private and public sector organisations based on location. Table 3.5 offers a final summary of same.

Table 3.2**Projected calculation of demographic data**

Employee Class size re Questionnaire	No of matching Orgs on database	Av No of Employees in each Org	Av total No of Employees per class size	No of Orgs required to match Sample size	No of Employees in Sample Orgs
50-99	2,071 (52%)	60	124,260	260	15,600
100-299	1277 (32%)	120	153,240	160	19,200
300-499	258 (6.5%)	350	90,300	32	11,200
500-999	177 (5%)	650	115,050	25	16,250
1,000-4,999	145(4%)	1,500	217,000	20	30,000
5,000>	22 (0.5%)	10,000	220,000	3	30,000
Total:	3,950 (100%)		919,850	500	122,250

The following is a guide to Table 3.2:

Column 1: Contains employee class size as drawn up by the researcher, and matching Kompass Ireland data.

Column 2: Kompass Ireland informs the researcher of matching number of organisations contained in database to required employee class size.

Column 3: Mid-point of employee class size contained in Column 1, which is average number of employees in each organisation.

Column 4: Multiply Column 2 x Column 3.

Column 5: 500 x each percentage in Column 2.

Column 6: Column 5 x Column 3.

Table 3.3**Breakdown of the demographic variables in the private sector workforce**

	Rest of Ireland (77% of workforce)		Dublin (23% of workforce)	
Employee Class Size	No of matching Orgs on database	No of Employees per class size	No of matching Orgs in database	No of Employees per class size
50-99	164 (52%)	11,006	48 (52%)	3,254
100-499	101 (32%)	15,121	30 (32%)	5,409
500-999	19 (6%)	6,865	6 (6%)	2,343
1,000-4,999	16 (5%)	9,930	5 (5%)	3,350
5,000>	13 (4%)	22,840	4 (4%)	10,400

(Kompass Ireland, 2007)

To satisfy the random sample selection method, every eighth name per employee class size, as identified in Table 3.3 above, was chosen. In so doing, every ‘unit’ of the population had an equal chance of being selected (Easterby-Smith *et al.*, 2002). McMahon and Gunnigle (1994) advise that, the wider the coverage or span of survey respondents, the greater the representativeness of the results.

Table 3.4

Breakdown of the demographic variables in the public sector workforce

	Rest of Ireland (50% of workforce)		Dublin (50% of workforce)	
Employee class size	No. of matching organisations in database	No. of employees per class size	No. of matching organisations in database	No. of employees per class size
50-99	23 (52%)	1,511	23 (52%)	1,487
100-299	14 (32%)	2,774	14 (32%)	2,340
300-499	3 (6%)	1,193	3 (6%)	1,178
500-999	2 (5%)	1,288	2 (5%)	1,377
1,000-4,999	2(4%)	2,500	2 (4%)	3,300
5,000>	1 (1%)	7,100	1(1%)	12,399
Total:	45	16,366	45	22,081

(Kompass Ireland, 2007)

Table 3.5

Summary of actual sample downloaded

Geographical Area	Sector	Number of Organisations	Number of Employees
Rest of Ireland	Private	316	94,262
Rest of Ireland	Public	45	16,366
Dublin	Private	94	31,756
Dublin	Public	45	22,081
Total:		500	164,465

Source: (Kompass Ireland, 2007)

Table 3.5 relates that the 500 organisations downloaded employ 164,465, or 8.2%, of the national employed labour force (CSO, 2006). This percentage exceeds the Neuman (2003) principle as stated above. It also compares favourably with the sample sizes of McMahon and Gunnigle (1994), and McMahon (1999); i.e. 125,000 and 106,000, or 11% and 8%, respectively, of the employed national labour force at that time. Due to what Kish (1995) describes as a ‘double entry’, 499 questionnaires were distributed. One private sector organisation was drawn twice in error by the researcher – its headquarters and one of its subsidiaries had differing names and addresses. This error was not noticed until the questionnaires were being posted. Finally, each organisation selected was assigned a reference number to facilitate the identification of respondents and non-respondents at the data analysis stage.

3.7.2 The research tool – self-administered questionnaire

The primary data collection instrument employed for the purpose of this quantitative research was a self-administered questionnaire (Appendix IV). The importance of a questionnaire is made clear by Brannick and Roche (1997), who describe it as the

operational map of the researcher's theoretical framework. Easterby-Smith *et al.* (2002) state that it is permissible to use parts of questionnaires from other sources. Based on this recommendation, a questionnaire was compiled from a number of validated questionnaires (Appendix 1V). This was done following a pilot study, which is discussed in Section 3.9. Appendix XII identifies the question types, and their sources.

Anderson (2004) states that a key need with survey design and utilisation is to be clear about its purpose. In this regard, this survey operated from a deductive approach in seeking to analyse the relationships between variables, and to establish the existence or otherwise of correlations between them. This has already been discussed in Section 3.1. This empirical study also serves a comparative purpose. Anderson (2004) explains this as seeking to describe data, and considering similarities with data from other research populations, in particular that of McMahon (2009a), in the case of the present research.

Under the recommended principle of best practice, the questionnaire contained instructions regarding its completion (Easterby-Smith *et al.*, 2002). These were designed to facilitate efficient completion of the questionnaire, with the intention of promoting a good response rate. The questionnaire was divided into four sections:

Section A: Demographic Data (Question Nos. 1-5)

Section B: Background to Incidence and Nature of Current Performance Management Arrangements (Question Nos. 6-24)

Section C: Objectives of the Process (Question No. 25)

Section D: Mechanisms and Effectiveness of the Process (Question Nos. 26-32)

Difficult phraseology and ambiguous or vague words in the 32 questions were avoided because, according to Brannick and Roche (1997), they can lead to misunderstanding. Whilst question content and phraseology are two key aspects of questionnaire design,

question response format is also important (Brannick and Roche, 1997). All questions in the questionnaire were closed, including Likert and rank ordering questions, because, according to Anderson (2004), they are easier and quicker to answer. Closed questions prompt two response formats. The first is known as ‘direct’; i.e. dichotomous, requiring ‘yes’/‘no’ answers. This was employed for 27 questions, some with an ‘other’ option tick box if the descriptions listed did not match the respondents. This option was open-ended, however, to allow the respondents to clarify their responses. The second format is known as ‘indirect’, and was in the form of Likert scale (Questions 15, 18 and 28) and rank ordering (Questions 25 and 29). The latter format is discussed in Section 2.7, below.

The Likert scale involves the respondent being asked to tick one of a number of categories indicating the strength of agreement or disagreement with the initial statement (Anderson, 2004; Easterby-Smith *et al.*, 2002). Rank ordering is where the respondent is asked to rank a list of attributes or statements in order of priority. This format was designed to enable the respondent to complete the questionnaire in less than 10 minutes. Appendix XII also records four questions (Nos. 15, 21, 23 and 25) that had an open-ended comment box option. According to Anderson (2004), while quantitative surveys will mainly make use of different forms of closed questions, a few open questions are often included. This enables respondents to clarify their answers, provide additional detail and show the logic, or thinking process, underpinning different choices. Anderson (2004) does warn, however that subsequent analysis is more problematic, whereby comparisons and statistical operations are not possible.

3.8 How rank ordering can be expressed

In the first of two rank order questions contained in the survey questionnaire drafted for this study, respondents were asked to rank 12 listed objectives of the PM process for their organisation. They were also afforded space to add any objectives outside of those listed. Firstly, it is necessary to explain how these findings can be expressed. The problem with rank order questions, or the rank aggregation problem (as cited by Pihur, Datta and Datta (2009) and Dwork, Kumar, Naor and Sivakumar (2001)) is how the researcher combines the first preferences, second preferences, and so on, into a single measure of preference for each item on a list. Dwork *et al.* (2001) define the problem as relating to how to combine many different rank orderings on the same set of candidates, or alternatives, in order to obtain a ‘better’ ordering. According to Pihur *et al.* (2009), the ‘Borda count’ is perhaps the most famous of rank aggregation methods. This philosophical approach to rank aggregation, dating from 1770, seeks consensus amongst individual ordered lists, and is usually based on some form of rank averaging. A score of 0 is assigned to the least preferred alternative, 1 to the next-to-least preferred, and so forth; the total score of each alternative is computed; that with the highest score is declared the winner.

Dwork *et al.* (2001) explain that, in 1785, Marquis de Condorcet proposed a different philosophy to that of de Borda, known as the Condorcet alternative or criterion. Pihur *et al.* (2009) explain that it attempts to accommodate the ‘majority’ of individual preferences, putting less or no weight on the relatively infrequent ones. For example, if item ‘A’ is ranked higher than item ‘B’ frequently, item ‘A’ should also be ranked higher than item ‘B’ in the overall list. Pihur *et al.* (2009) advise, however, that it is possible that the two approaches – rank ordering and median ranking – will produce different aggregated lists if applied to the same problem. Black (1958) suggests that the

Condorcet winner should be chosen, should one exist; otherwise, the Borda winner should be selected.

A further method of rank aggregation is to construct an overall rank order table based on the proportion of respondents who placed each item in the top one, two or three positions in their individual rank ordering. As there does not appear to be any clear-cut method recommended in the literature reviewed, the researcher decided to report the rank order findings in all three forms. These are rank ordering, median ranking, (as described by Fagin, Kumar and Sivakumar (2003)) and the 'top three' format.

3.9 Validity and reliability

According to Lawlor (2006), a well-designed questionnaire is both reliable and valid. A question item cannot be valid unless it is also reliable. Anderson (2004) adds that validity and reliability are important indicators of the credibility and quality of any investigative enquiry, the key issue being its credibility.

3.9.1 Validity

Easterby-Smith *et al.* (2002) define validity as a question of how sure one can be that a test or instrument measures the attribute that it is supposed to measure. A previously used instrument may already have been validated, but Easterby-Smith *et al.* (2002) advise that a pilot test be carried out to test for validity and reliability. According to Yin (1994), validity should be considered from the point of view of the following:

1. **Construct validity:** Creswell (2003) describes this as items measuring the content they were intended to measure; e.g. the concepts or ideas being studied. It is the extent to which the researchers' constructs of interest are successfully operationalised and represent the phenomenon he/she wishes to study (Balnaves

and Caputi, 2001). According to Osbourne (2008), truth, value, application, consistency and neutrality are all addressed in terms of this form of validity. Benson (1998) suggests that it can be examined in three stages:

- 1) **The substantive stage**; e.g. exploring theory regarding the construct.
- 2) **The structural stage**; e.g. exploring the observed variables (Section 3.1 refers to this).
- 3) **The external stage**; e.g. exploring the scale's nomological or lawful network. The nomological network was developed by Cronbach and Meehl (1955), representing the concepts (constructs) of interests in a study, their observable manifestations and the interrelationships amongst and between them.

2. **External validity**: the extent to which the results of the study can be generalised or transferred to the wider population (Sections 3.4, 3.5 and 3.6 refer to this).

3.9.2 Reliability

Yin (1994) defines reliability as demonstrating that results obtained from the operations of the study are consistent; e.g. that data collection can be retrieved from the same individual on two different occasions giving the same results. However, as Easterby-Smith *et al.* (2002) point out, the main problem with testing this in practice is that no one can be sure that the individual and other factors have not changed between the two occasions; e.g. the economic recession and PRP status, in the present study's case. Hence, reliability will be examined from the point of view of 'equivalence reliability'; i.e. to examine the extent to which different items intended to measure the same phenomenon correlate with each other (Easterby-Smith *et al.*, 2002). This will be done

in particular in the bivariate data analysis section, and will be done in terms of the relationship between the two variables (the private and public sector) and the four stated objectives of this study (Section 3.2 refers to this).

3.10 Pilot study

A pilot study enables one to check that the items are easily understood, and that there are no problems related with length, the sequencing of questions or sensitive items. It is also an opportunity to analyse the data produced by the questionnaire, and determine whether the results appear to make sense (Easterby-Smith *et al.*, 2002). Dun and Bradstreet Marketing Consultants, Belfast, were the initial choice of database to be used in this study. They were instructed to randomly select 500 organisations electronically, reflecting the current private-public sector mix, and employing at least 50 (and at most 5,000) employees. They generated a sample representing approximately 233,000 employees, or 11.7% of the employed workforce (CSO, 2006).

However, the sample then had to be divided manually by the researcher into private and public sector organisations. The pilot study was conducted on a random sample of 25 organisations drawn from the list provided. The selection method employed was to choose every 20th organisation, with 20 from the private sector and 5 from the public. Erroneously, the researcher did not stratify this sample into Dublin and the rest of the country. A difficulty arose on receipt of the full sample, as it did not list the names of the HR directors/managers (i.e. the required respondent). This limitation was overcome by contacting the 25 organisations in question by telephone. One private sector organisation explained that it did not have a HR manager, so the questionnaire (Appendix II) was addressed instead to its CEO.

Enquiries were made to the Dublin office of the CIPD for access to the names and email addresses of the 500 target respondents, but the institute is prohibited from releasing this information under the terms of the *Data Protection Acts* (1988 and 2003). Hence, the pilot and full survey were distributed by post only, and not online. The 25 cover letters, questionnaires and stamped, addressed envelopes (SAE) were posted on 19th September 2006, with the option of replying online or by post. Each letter and questionnaire had a reference number matching that given to each organisation on the sample list. The online facility was provided by the Learning Teaching Technology Centre (LTTC), DIT Staff Training and Development. The original deadline for the return of all questionnaires was 6th October 2006. Three follow-up phone calls were made to those who had not replied. The pilot was finally closed on the 31st October 2006 with a useable response rate of 40% (Table 3.6 refers). All responses were made by post, and were then entered online on the date of their arrival. The results were recorded on a Microsoft Excel spreadsheet to facilitate data analysis.

Table 3.6

Pilot sample size and response rate

	Total (n)	Private Sector (n)	Public Sector (n)
Pilot Structure	25	20 (80%)	5 (20%)
Response Rate	10 (40%)	6 (74%)	4 (16%)
Response by Sector		30%	80%

The benefits of conducting this pre-test became apparent upon its completion, as it highlighted the need to restructure a number of questions for the survey (Appendix IV).

This was to significantly enhance the filtering process when analysing the responses, especially at the cross-referencing stage. Pilot testing also underlined the need for additional training in Microsoft Excel, which was provided by the LTTC. Furthermore, it highlighted the need to seek a better database from which to source a more competent sample. The reasons for this decision were as follows:

1. The Dun and Bradstreet sample was out-of-date and inaccurate; i.e. many of the organisations listed have closed down, while some private companies were listed as public, and vice versa, and others had less than 50 employees.
2. It did not have the names of HR directors/managers on its database.
3. Its customer service, in general, was poor, with constant delays in forwarding the required information.

Therefore, despite the relative success of the pilot study, the sample data drawn from Dun and Bradstreet was replaced by that drawn from the Kompass Ireland sample frame, in June 2007, as discussed above.

3.10.1 Reliability of the pilot study

One respondent from the pilot study was contacted with regard to reliability; i.e. to test whether the responses were consistent when asked on a second occasion. The respondent was contacted by telephone. The researcher can confirm that all responses were uniform.

3.10.2 Validity of the pilot study

The pilot test proved successful from the point of view of content validity, where it tested whether the survey measured what it was supposed to measure, and thereby gave an opportunity to improve the content, format, sequence and flow of the questions for the sample (Creswell, 2003). There were three main weaknesses identified:

1. The inclusion of both the ‘semi-state’ and the ‘public sector’ as a category of ownership in Question 1 prevented an accurate electronic calculation of the response to Question 3 (which related to the categories of the public sector). The ‘semi-state’ response tick box should have been included in Question 3, as it is part of the public sector (CSO, 2006).
2. There were a number of inappropriate responses to the rank ordering of Questions 21 and 23. These respondents mistakenly ticked, rather than numbering, the response boxes, thus making them impossible to analyse.
3. A number of respondents also failed to complete the Likert scale response aspect of Question 22. This question related to the ‘PA mechanisms in use’, and how effective the respondent believed them to be. This may be because the response columns to both questions above were positioned too closely together.

The structure of the questions identified above led to difficulty in accurately responding to them. Subsequently, the electronic calculation and stratification of responses proved very difficult. Therefore, only a number of the responses to this pilot test could be converted to the Microsoft Excel diagrammatical format. The three errors listed were then amended for the survey (Appendix IV), and were included in 15 further amendments to the questionnaire, which were identified as enhancing the flow, comprehension and speed of completion of the survey questionnaire. Finally, the structure of Question 7 (in the pilot) was divided into four separate questions for the survey, for the sake of clarity for the respondent.

3.11 Survey administration

A ‘pre letter’ was posted 10 days prior to the launch of the survey. This letter informed the intended respondents that they would receive a letter inviting them to partake in the survey by completing a self-administered questionnaire (Appendix IV), either online or on in ‘hard copy’ form. All 26 counties of the Republic of Ireland were represented in

this sample when downloaded from the sample frame, as planned. The following table illustrates the sequence of events from October 2007 to February 2008:

Table 3.7
Level of response to questionnaire, 2007/08

Date of Posting	Deadline to Respond	Useable Response
'Pre-letter', 28 th October 2007		
Questionnaire and Cover Letter, 9 th November 2007	23 rd November 2007	22.2% (n=111)
First Reminder Letter, 5 th December 2007	14 th December 2007	30% (n=150)
Second Reminder Letter, 7 th February 2008	15 th February 2008	40.8% (n=204)

A stamped, addressed envelope (SAE) was included with the first letter to facilitate speed of response. The original letter, and two reminder letters, went some way to diminish what Creswell (2003) and Devore and Peck (2005) describe as 'non-response bias'; i.e. a tendency for samples to differ from the corresponding population because data are not obtained from all individuals selected in the sample. The survey yielded responses from 24 counties, Leitrim and Roscommon being the exceptions. Eleven chose to reply online, but one of these responses was incomplete. Consequently, it could not be analysed. Two of the questionnaires posted were returned by An Post, due to having 'wrong address'. Efforts were made to locate further addresses for them, but without success.

Regarding the extent of the response, Kress (1988, cited in Porteous and Hodgins, 1995) reports that it is not unusual for a 'national' survey to receive only a 5% to 10% response rate. In this instance, the response rate was 41% (n=204). This was after a number of follow-up calls to clarify a number of questions that were not fully answered. Interestingly, this figure closely matches the response rate achieved in the pilot study (Table 3.6). The fact that not all 499 organisations, representing 164,465 employees, or 8.2% of the employed national labour force, (CSO, 2006) replied was outside the researcher's control (beyond sending reminder letters and making follow-up telephone calls). The 204 replies represented 75,102 employees, or 3.75% of the national employed labour force (CSO, 2006). This included 55 replies from Dublin, 35 from Cork and 12 from Galway. The particularly high number of replies from these counties reflects their larger populations relative to most others in the sample. The earlier Irish survey by Shinavath (1986) generated a 31% response, which she deems to be 'quite respectable' in business research. However, Babbie (1973, cited in Shinavath, 1986) cautions that, for any survey to be representative of the overall population under study, a response rate of at least 50% must be a prerequisite. This eliminates any assertion that this is a 'national' study. Shinavath (1986) concludes that the response rate and results of her survey must be viewed and interpreted with this limitation in mind. The present survey must be viewed similarly. Table 3.8, below, illustrates the response rates by sector.

Table 3.8

Response by sector

Sector	No. of Organisations in Sample	No. of Respondent Organisations	Response Rate in Percentages	No. of Employees
Private	409 (82%)	150 (74%)	36.6%	41,183
Public	90 (18%)	54 (26%)	48.6%	33,919
Total:	499 (100%)	204 (100%)	41%	75,102

The employee class size breakdown is as follows:

Table 3.9

Response rate by employee class size

Employee Class Size	No. of Organisations
50-99	101
100-499	77
500-999	12
1,000-4,999	11
>5,000	3
Total:	204

Before undertaking the analysis itself, Punch (2003) recommends that the survey data requires preparation, in the form of data cleaning and entry. Data cleaning refers to the tidying up of the dataset before the analysis itself begins. All questionnaire responses were proofread by the researcher, and decisions were made regarding unclear responses; e.g. situations where the respondent answered more than one alternative, or failed to

answer a question. When this was complete, the data was entered into a laptop computer via the DIT LTTC link to the myfreeonlinesurvey.com website. All results were subsequently imported from this website to a Microsoft Excel 2007 spreadsheet for analysis. The survey results were further imported to the Statistical Package for Social Sciences (SPSS) (Version 15). This was done primarily to facilitate cross-referencing, which is described by Norusis (2008) as the relationship between the answers to several questions. Charts were developed from the data entered, and these charts (contained in Chapter 4) were generally created using Microsoft Excel, rather than SPSS. This was chosen on the grounds that the Excel charts appeared sharper in resolution, and therefore easier to read. Each figure had at its base n=, giving reference to the number of respondents to the particular question being analysed. Furthermore, while the total number of usable responses was 204, they did not reply to all questions. Hence, the n= reference showed different figures.

The type of data analysed in this questionnaire was nominal and ordinal. Nominal data implies no more than a labelling of different categories where there is no obvious ordering (Easterby-Smith *et al.*, 2002). The inclusion of these ‘biographical’ or ‘situational’ variables within the survey allowed for a range of comparisons to be made; e.g. the number of public sector organisations with a PM practice, compared with that of the private sector, or a comparison between the number of senior managers trained in PM techniques and other categories of staff (Easterby-Smith *et al.*, 2002). Ordinal data relates to responses to questions of opinion that offer a range of answers (e.g. the Likert scale), and allows for the rank-ordering of same (Easterby-Smith *et al.*, 2002; Sekaran, 2000).

Finally, a limitation of the self-administered questionnaire is that one cannot be sure that the person intended to complete it actually did so. It is difficult to overcome this potential problem, but it is worth bearing in mind when analysing the data, particularly when there are incomplete answers or ordinal data answered in numerical order only. As part of DIT's Research Ethics Committee (REC) policy, the researcher contacted the 204 respondents (Appendix V) in October 2012, outlining to them that he was commencing to write up his research, and providing a final opportunity for participants to opt out of the study or not have their data included in the analysis, if they so wished. The researcher is pleased to report that the data from all 204 respondents is included in this analysis, which is contained in Chapter 3.

3.12 Summary of research methodology

This chapter discussed, in depth, the methodology, or plan, formulated by the researcher to carry out his primary research on PM practice in Ireland. In so doing, he attempted to evaluate:

1. the appropriateness of the methodology for this particular inquiry;
2. the quality and quantity of data collected;
3. the appropriateness of the analysis processes;
4. the management of access to, and co-operation of, respondents.

Source: Anderson (2004)

The research statement was unambiguous – ‘a comparative study of PM practice in Ireland as influenced by its expansion from the private sector to its public equivalent’. The variables related to the private and public sectors, and their participation in PM processes or systems. The breakdown of such an analysis was contained in the four

research objectives. These objectives were then tested to evaluate their truth, asking whether there was a difference or relationship between the two variables. To support or reject a research question, one has to conduct a hypothesis test. This consists of deciding between two competing claims or hypotheses, the null and the alternative. For this study, the null was a claim about a population characteristic, contained within four research questions, that was initially assumed to be true, with the alternative being the competing claim. It is common that the evidence (in this case, the sample data) is then considered, and the null rejected in favour of the alternative, but only if there is convincing evidence against the null.

The research design is concerned with turning ideas into a project and deciding the overall strategy. The chosen design involved a quantitative paradigm, termed as 'positivist' or 'empiricist' (testing hypotheses using a 'cause and effect' approach). The intention was to develop generalisations through the use of a representative random sample. The philosophy of the study had at its core the central question: 'what sense can people make out of human existence?' (Kierkegaard, 1962). This examination is classified as existentialism and phenomenological. Human experiences are examined through the detailed descriptions of the peoples being studied. The consequential evidence involves respondent descriptions of lived experience that is open to careful scrutiny.

This quantitative research was carried out through the use of a probability stratified random sample, the first of its kind in Ireland, in terms of it being a survey dedicated to the topic of PM practice in validated format and content. The sample was drawn from the Kompass Ireland database, and the research tool was a self-administered questionnaire distributed by post to 499 organisations across Ireland. The questionnaire

was first pilot-tested, and a number of changes were made to it on the grounds of reliability and validity. Respondents to the survey were given the choice of replying online or by return post. The survey yielded 204 useable responses (41%), which were imported from Microsoft Excel to SPSS for analysis and cross-tabulation.

Chapter 4 - Data analysis

4.1 Introduction to univariate data analysis

A univariate dataset is defined by Devore and Peck (2005) as consisting of observations on a single attribute or variable. It is any characteristic whose value may change from one individual (the respondent) or object to another, the majority of which are numerical (or quantitative). There are 10 additional responses amongst the 32 in this survey that are verbal. Devore and Peck (2005) refer to them as a categorical (or qualitative) dataset. They add that the data analysis process can be viewed as a sequence of steps that lead from planning to data collection, to informed conclusions based on the resulting data. This section involves what Devore and Peck (2005) describe as the final step in data analysis – the interpretation of results. They ask the following of the researcher:

- What conclusions can be drawn from the analysis?
- How do the results of the analysis inform us about the stated research problem or question?

The following consists of a univariate analysis of the answers to the 32 questions in this survey. This form of analysis also compares and contrasts with previous quantitative findings and the qualitative commentary, where appropriate, from the literature review.

4.2 Univariate analysis of Section A: Demographic data

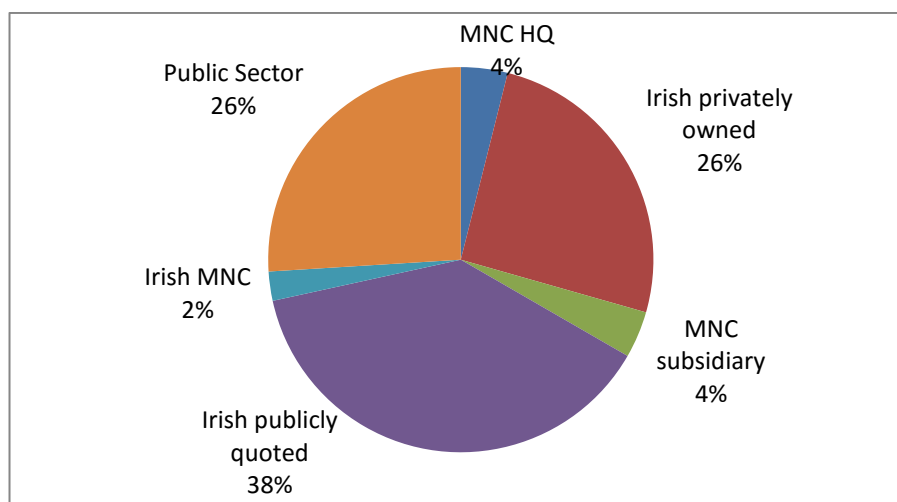


Figure 4.1

What is the ownership status of your organisation?

92% of all the respondents are of Irish ownership. This figure includes that of the public sector, which makes up over one quarter of the respondents.

Table 4.1, below, demonstrates how the demographic data in Figure 3.1 matches available national data as drawn from the Companies Registration Office (CRO) and the Institute of Public Administration (IPA), Dublin. This assessment is done on the grounds that this survey set out to be a national one. Despite the fact that the dataset was stratified, the resultant data generated from this survey varies from the national average. A major reason for this is that a response rate of 100% was not achieved, and the consequential difficulty in generalising the results. However, such a response rate is generally only achieved using a convenience sample (e.g. the surveys conducted by McMahon and Gunnigle (1994), and McMahon (1999 and 2009)). Notable differences

in data include a particularly high response to this survey from publicly quoted organisations and MNCs.

Table 4.1
Ownership status of Irish organisations, 2007-09

Ownership status	National (2008/09)	Corbett (2008/09)
Private companies (excluding MNCs)	159,588 (98.3%)*	53 (26%)
Publicly quoted companies (excluding MNCs)	1,164 (0.71%) *	77 (38%)
Foreign MNC subsidiary	537 (0.33%) +	8 (4%)
Irish MNCs	175 (1.10%) +	4 (2%)
MNC HQs	258 (0.16%) +	8 (4%)
Public Sector MNCs	73 (0.04%) +	Not surveyed
Public Sector	591 (0.36%) ^	53 (26%)
Total:	162,386 (100%)	204 (100%)

*Companies Registration Office (CRO) (2008); + Lavelle *et al.* (2009); ^ Muiris MacCarthaigh, IPA (2007)

Table 4.2 is a meta-analysis of the country/region of ownership relating to respondent organisations involved in this survey (see Figure 4.2, below) and two other surveys (selected on the basis of their focus on foreign investment in Ireland). It illustrates greater coverage of Irish MNCs by both Gunnigle *et al.* (2007) and Lavelle *et al.* (2009) than contained in the results of this survey. However, this survey does report a larger response from ‘Other’ MNCs. One other noteworthy difference is the higher figure reported by Lavelle *et al.* (2009) for EU MNCs (outside of the UK) with a presence in Ireland.

Table 4.2

Country/region of ownership of organisations surveyed in Ireland, 2007-2009

Country/Region of Origin	Gunnigle <i>et al.</i> (2007)	Corbett (2007/08)	Lavelle <i>et al.</i> (2009)
USA MNCs	42%	48%	40%
UK MNCs	19%	18%	13%
EU (other than UK) MNCs	18%	18%	24%
'Other' MNCs	8%	16%	5%
Irish MNCs	13%	See Table 4.1	18%
Total:	100%	100% (n = 61)	100% (n = 260)

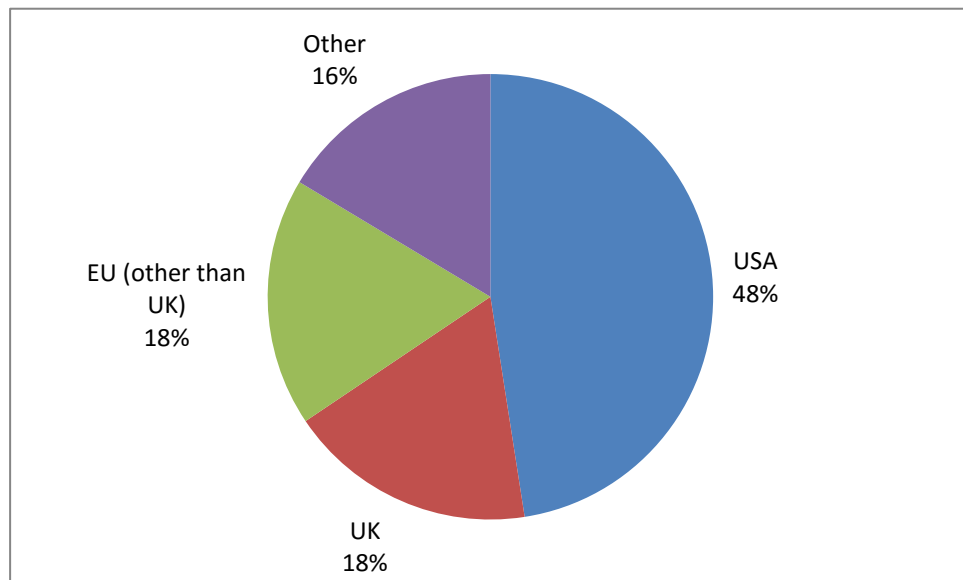


Figure 4.2

If your organisation is foreign owned, what is its country/region of ownership?

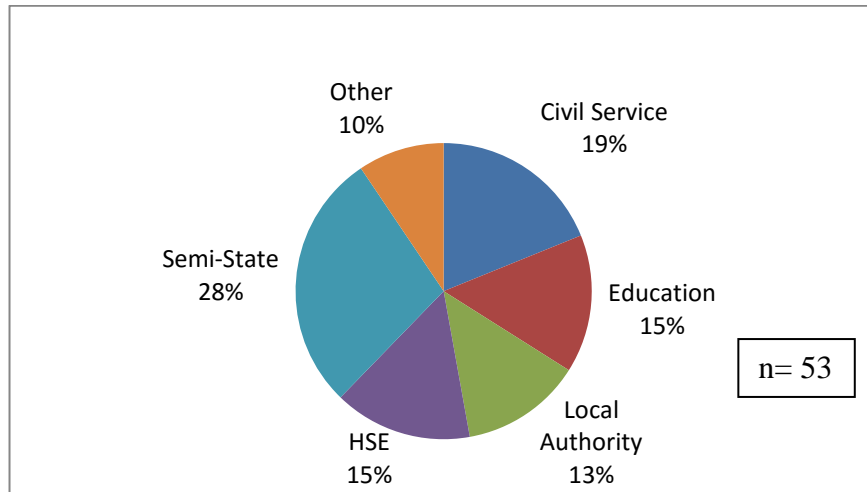


Figure 4.3

If your organisation is in the public sector, to which category does it belong?

All segments of the public sector were represented in this survey. The highest respondent within the public sector was the semi-state sector, at 28%. Table 4.3, below, assesses whether the resultant data from the survey reflects the data of the national landscape. This assessment was done on the same basis as that described for Table 4.1 and Figure 4.1, above. The national data was derived from the Irish State Administration Database (ISAD) (2007) and McCarthaigh (2007). The table tabulates this survey's response rate as resulting in a dataset that is relatively consistent, proportionally, with the national landscape. The exceptions were in the case of the CS, the semi-state sector (both over-represented) and 'Other' (significantly under-represented).

Table 4.3
Number of public sector organisations in Ireland, by category, 2007-08

Public Sector Categories	ISAD (2007) and MacCarthaigh	Corbett (2007/08)
Civil Service	28 (4%)	10 (19%)
Education	66 (10%)	8 (15%)
Local Authority	80 (12%)	7 (13%)
Health	98 (15%)	8 (15%)
Semi-state	14 (2%)	15 (28%)
Other	378 (57%)	5 (10%)
Total:	664 (100%)	53 (100%)

Turning to the private sector, the largest respondent segment was ‘Other’ (20% (n=40)). The diversity of industry output in this segment was dominated by pharmaceutical, engineering, computer, energy and medical organisations. Appendix X details their industrial activity and location.

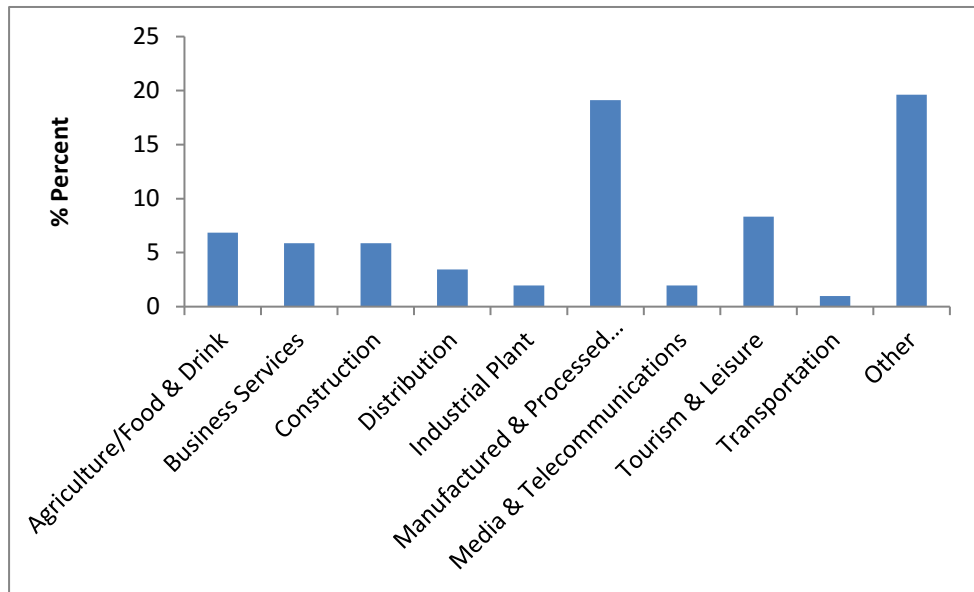


Figure 4.4

If your organisation is in the private sector, to which category does it belong?

The largest *named* respondent category in the private sector was ‘manufactured and processed goods’, at 19% (n=39). In third place was ‘tourism and leisure’, at 8% (n=17), followed by ‘agriculture/food and drink’, which yielded a 7% (n=14) response. However, if one combines all the ‘service’-related industries, namely ‘tourism and food’, together with ‘agriculture and drink’ and ‘business services’ (at 6% (n=12)), this will outscore the ‘Other’ category and manufacturing by 1% and 2%, respectively. This demonstrates a combined score of 21% (n=43). It also concurs with the evidence of IBEC (2012), suggesting that the service industry had the greatest presence, and was therefore the biggest employer in the state.

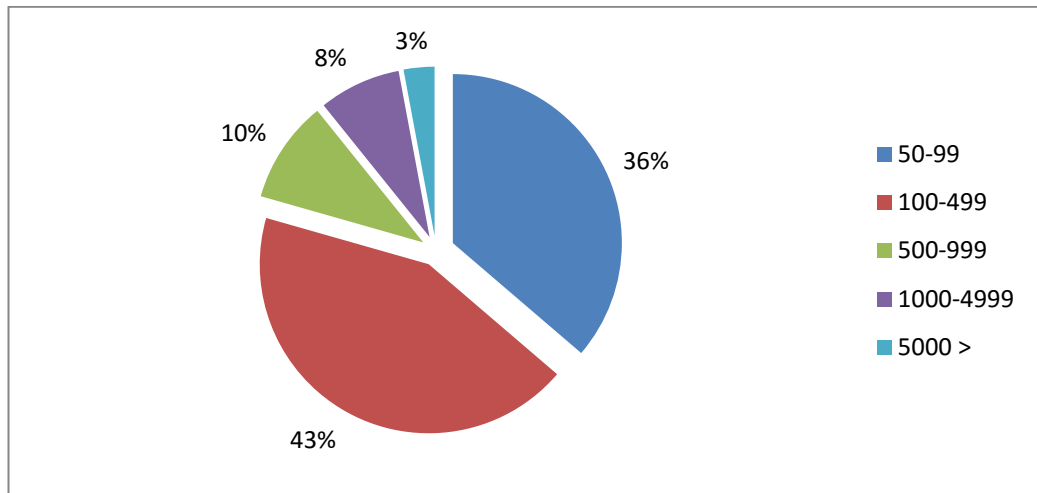


Figure 4.5

The size of respondent organisations in terms of number of employees

The largest organisation size category to partake in this survey involved those employing 100-499 employees (43% (n=88)). The second largest segment was those employing 50-99 employees (36%). These findings were relatively consistent with the national figures as revealed by Irish Small and Medium Enterprises (ISME), which represents organisations employing less than 50, and not exceeding 249, employees. They comprise 1.1 million of the Irish workforce (55%) (ISME, 2008) (Appendix XIV refers).

4.3 Univariate analysis of Section B: Background to incidence and nature of respondent organisations' current performance management arrangements

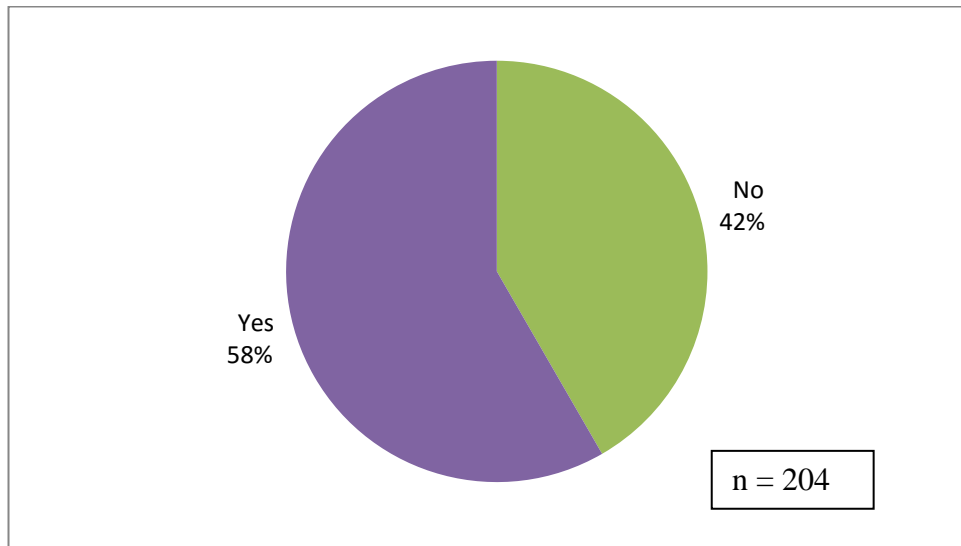


Figure 4.6
Is your organisation unionised?

The majority of respondents (58% (n=119)) were unionised, while 42% (n=85) were non-unionised. The respondents were asked to detail approximately what percentage of each category of staff listed were members of a trade union. The following is the highest figure in each category: 26 respondents stated that 90% of their full-time staff were unionised, while 14 indicated that 100% of their part-time staff were unionised. A further five revealed that 100% of their contract staff were members of a trade union, while three replied that they did not have any 'other' category in union membership. 73% (n=148) operated PM processes (Figure 3.7). As illustrated in Table 2.2, this represented an increase of 11% (n=128) on the survey conducted by McMahon in 1999. However, it was 11% less than the 84% (n=259) concurrently reported by McMahon

(2009a) and IBEC (2009), and also less than the CIPD (2005c) figure of 87%. It did, however, closely match the 75% reported by IBEC (2006), just a year before this survey took place.

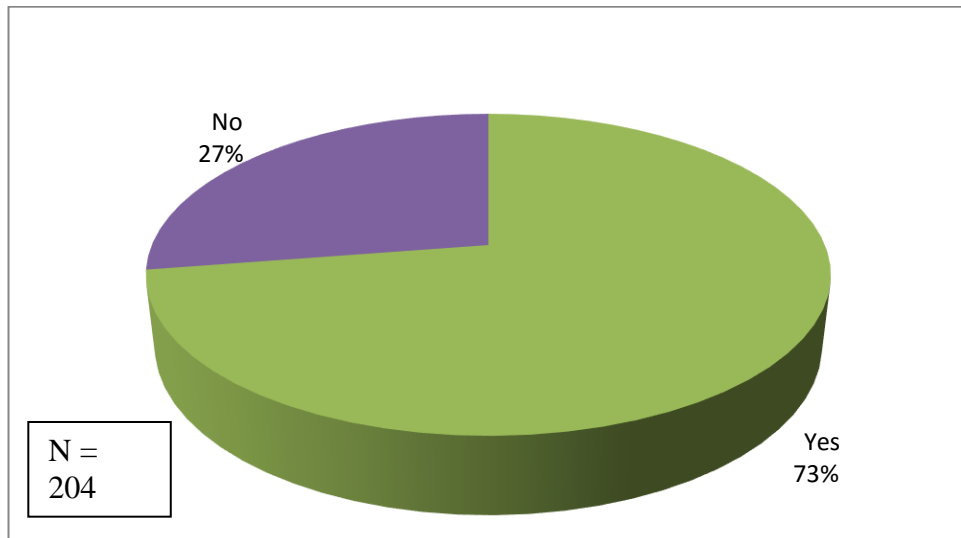


Figure 4.7

Does your organisation operate formal performance management processes?

Table 4.4 illustrates PM coverage based on the number employees in each organisation. Predictably, the larger organisations had a higher participation rate, mainly consisting of MNCs (Section 2.7.1 refers to this).

Table 4.4

Size of respondent organisation, based on number of employees, with formal PM processes

Operating PM Processes	Overall	Approximate Total No. of Employees				
		50-99	100-499	500-999	1,000-4,999	5,000>
Yes	73%	55%	76%	100%	87%	100%
No	27%	45%	24%	0%	13%	0%
N =	204	74	88	20	16	6

Table 4.5, below, illustrates the findings regarding PM process coverage in Ireland among all levels of all staff within the respondent organisations. The results from this survey and that of McMahon (2009a) are relatively consistent, including the fact that over one fifth of manual/blue collar staff had no involvement in the process.

Table 4.5

Performance management process coverage in Ireland by level of staff

Level of Staff	McMahon (2009a)	Corbett (2007/08)
	%	% (n)
Senior/Top Management	87	89 (n=128)
Middle/Line Management	97	85 (n=124)
Skilled/Clerical/Administrative	92	77 (n=108)
Manual/Blue Collar	66	65 (n=79)
Other/Miscellaneous Staff Categories	85	Not surveyed

In terms of the category of staff, 53% (n=108) stated that all of their full-time staff were included in the PM process. 40% (n=81) reported that all of their part-time staff were covered, while 24% (n=48) indicated all of their contract staff were also covered. 12% (n=24) related that all 'other' categories of staff were also addressed.

A clear majority of 66% (n = 134) stated that their process links organisational, team and individual plans. 69% (n=141) revealed that their process included the review and appraisal of staff performance. This interpretation is somewhat disconcerting given that the overall level of practice of PM as surveyed was 73% (Table 4.4 refers to this). A sizable majority of 78% (n=115) claimed that their PM development and review meeting was one-to-one in nature, while a fifth (20%, n=29) reported it to be both one-to-one and team-based. 69% (n=140) declared that their organisation supports the process through additional training and development for any category of staff. This was greater than the 59% reported by McMahon (2009a) in answer to the same question.

For those without a current PM process, from a total of 92 respondents, 54% (n=50) stated that they had a process in place in the last 10 years. A supplementary question asks them what features, schemes or mechanisms of PM were used. The most popular mechanisms were objective-setting and review, self-appraisal and peer appraisal. Of the features of PM, PDP was clearly favoured, as illustrated below.

Table 4.6

Most popular features, mechanisms or schemes in use in rank order in the last 10 years (1998-2008) for those without a performance management system now

Rank Order	Mechanism/Feature	No.	%
1	PDP	29	14
2	Objective Setting & Review	26	13
3	Self-appraisal	22	11
4	Peer Appraisal	18	8.8
4	Competency Assessment	18	8.8
5	PRP	16	8
6	Rating Scales	15	7
7	Subordinate Appraisal	11	5.4
8	360 Degree Appraisal	10	5
9	Customer Appraisal	9	4
10	TDP	7	3.4
10	Ranking	7	3.4
11	Balanced Scorecard	5	2.5
12	Forced Distribution	4	2
13	Critical Incident	3	1.5
14	Forced Distribution	4	2
15	Descriptive Essay	1	0.5
16	Paired Comparison	0	0

They were then asked why the process was abandoned, based on four possible reasons.

Table 4.7**Reasons for abandoning the performance management process**

	Total No	Strongly Agree	Agree	Disagree	Strongly Disagree
Reason		% (n)	% (n)	% (n)	% (n)
Too time consuming	23	22 (5)	52 (12)	17 (4)	9 (2)
Lack of commitment from line managers	21	33 (7)	38 (8)	19 (4)	9.5 (2)
Did not achieve its objectives	19	16 (30)	32 (6)	37 (7)	16 (3)
Too costly to implement	16	0 (0)	12.5 (2)	56 (9)	31 (5)

(n=79)

The most ‘strongly agreed/agreed’ combined reason for abandoning the PM process is that it is ‘too time-consuming’ (n=17), followed by ‘lack of commitment from line management’ (n=15). Nine respondents revealed that they abandoned the process as it ‘did not achieve its objectives’. Conversely, a combined total of 14 respondents selected ‘disagree/ strongly disagree’ for the statement that the PM process was ‘too costly to implement’. A further total number of 10 respondents reported that they disagreed/strongly disagreed that they had abandoned the process because ‘it did not achieve its objectives’.

Six respondents – five from the private sector, and one from the public – had ‘other’ reasons for abandoning the PM process. One private sector respondent stated that he was not aware of any PMS in place as described in the survey, but was seeking to introduce one in the future. A second described himself as the owner/manager, and claimed that he was ‘not inclined toward formal management tools; these processes are not prescribed’. A third comment was that there has been ‘a recent change in

management but prior to that all PMS's fell apart over a two-year period'. A fourth stated that, 'with the objective achieved, it is no longer necessary to continue the process'. The fifth private sector respondent noted that the reason for abandoning the PM process was 'a bias in reporting from management'. The single public sector comment, from a third-level education body, indicated that their PMDS was 'focused on personal development, not necessarily appraisal'.

Figure 4.8 illustrates that 46% had no plans to introduce a formal PM process in the next two years (2008-2010), but, significantly, 15% were undecided. The remaining 16 questions in the survey were designed for those respondents with a PM process in place. The first of these questions concerned whether the current PM arrangements were agreed with the union(s).

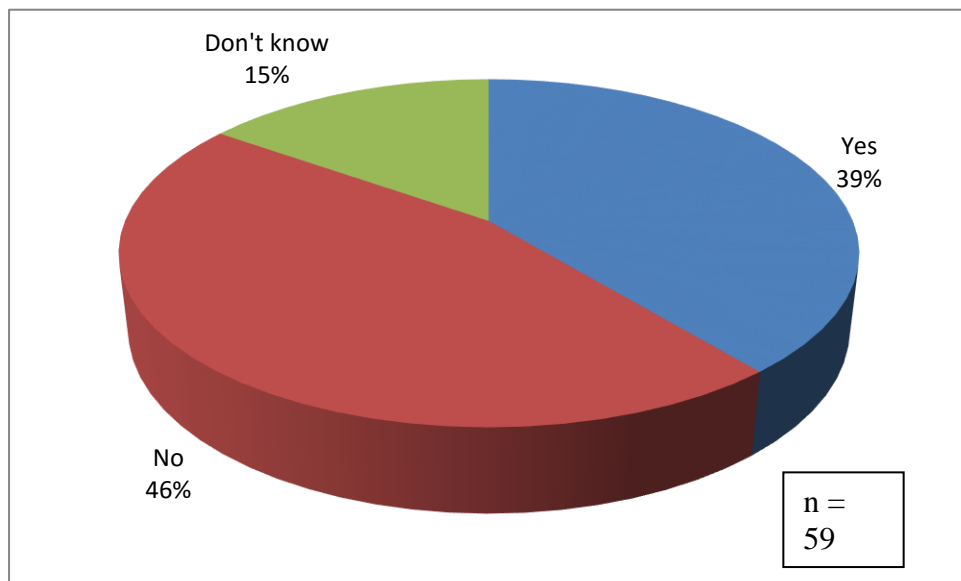


Figure 4.8

Have you any plans to introduce a formal performance management process within the next two years?

Figure 4.6, firstly, demonstrates that 58% of all 204 respondents had a trade union presence. Figure 4.9, below, reveals that 59% of 93 unionised respondents with PM had agreed these arrangements with trade unions.

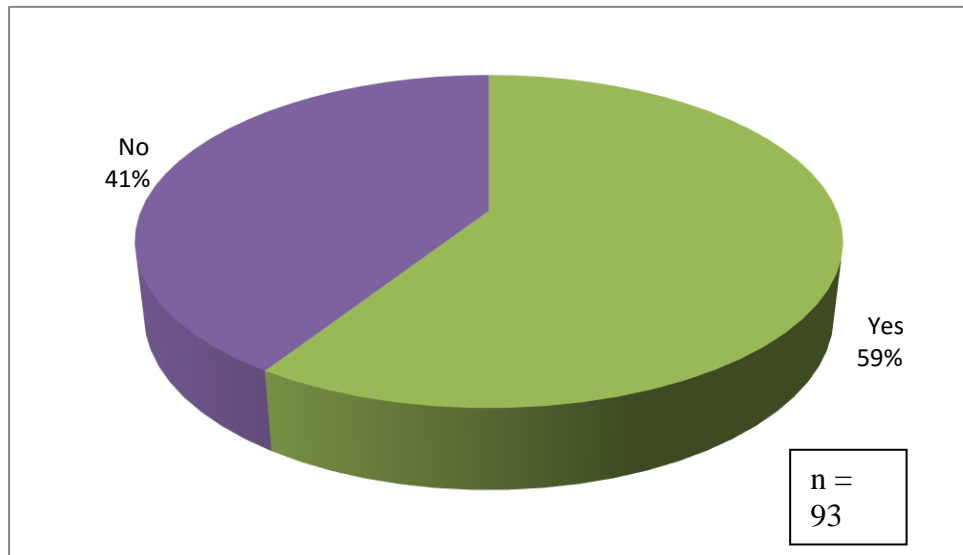


Figure 4.9

If your organisation is unionised, were current performance management arrangements agreed with the union(s)?

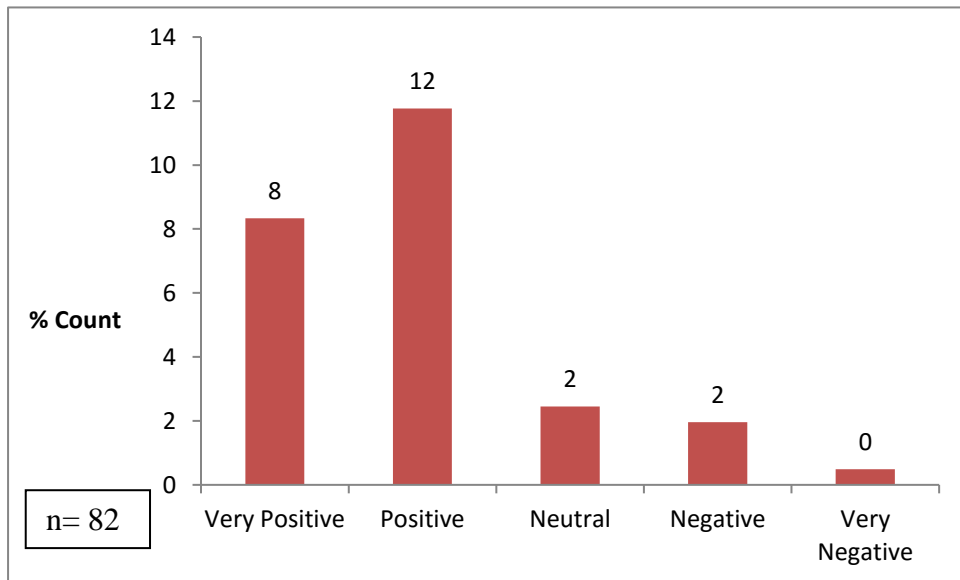


Figure 4.10

What was the attitude of the union(s) to the introduction of PM?

When asked what the union's attitude was to its introduction, a combined majority total of 20% (n= 41) reported that the union(s) were 'very positive/positive' about same. However, this question drew 11 responses less than the previous question. Of these, a number chose to add comments to their reply, as indicated below.

Table 4.8**Some private sector comments regarding trade unions and the introduction of PM**

No.	Category of Industry	Comment
1	Brewing Industry	Unionised staff not involved in the PM process
2	Medi-care	PM does not apply to the majority of unionised staff
3	Medi-care	PM is not discussed with unionised representatives
4	Minerals & Raw Materials	Only a small percentage of their staff is unionised and are without PM
5	Engineering	Has not discussed the topic of PM with the union
6	Engineering	PM applies to all non-union members; 'traditional assessment' pertains to union members
7	Agriculture/Food and Drinks	A PMS designed jointly between management and TU and similar to one devised for non-members
8	Distribution	No TU involvement in their PM negotiations with staff
9	Manufacturing and Processing	Unionised employees not in a formal PMS
10	Pharmaceuticals	Only members of management in PMS – does not say what its unionised members opinion is of this.

Table 4.9**Some public sector comments regarding trade unions and the introduction of PMDS**

No.	Category of Sector	Comment
1	HSE Hospital	Some staff have their own PDP's but no agreed format has been reached yet on a national level
2	HSE Hospital	Has not yet been discussed with the TUs
3	Semi-state	Generally the unions are supportive because PMDS was agreed nationally, but some resistance to changes to the system (i.e. linking performance to pay increases)
4	Government Body	Number of unions were involved in the negotiations but unions representing the lower grades were negative in their attitude
5	Education (VEC)	TUI has not signed up for PMDS
6	Education (VEC)	Introduction of PM was a nationally driven process, not local
7	Local Authority	Introduction of PM was a nationally driven process, not local
8	Government Department	Introduction of PM was a nationally driven process, not local
9	University	Introduction of PM was a nationally driven process, not local
10	HSE Hospital	Introduction of PM was a nationally driven process, not local
11	Education (IOT)	Nationally driven process, therefore unions had to co-operate, not willingly, but when PRP not involved their principal objection was removed
12	Semi-state	PMDS is "in by name but not performance in its truest sense"
13	Government Body	Took two years to bed down the system; all changes had to be "painfully negotiated" with the unions

Only one of the private sector comments (from the ‘agri/food and drinks industry’) is in some way accommodating of a trade union, in so far as they included them in the PMS design. The general consensus amongst the public sector was that the trade unions were obliged to enter into talks, as PMDS was part of the nationally agreed partnership programme. The comments from the HSE are accurate, given the evidence in the literature review regarding the fact that PMDS has not been embedded in the health sector. However, the comment from No. 5 (Vocational Education Committee (VEC)) in Table 4.9 is of concern, considering that PMDS within the VECs was agreed by all parties in 2003. Since this survey, the VECs have been renamed as the Education and Training Boards (ETBs), and were reduced in number.

A majority (56%) of PM arrangements in Ireland are a development of an older system, and most of these respondents (39% (n=55)) stated that it took over two years to develop their current process. Table 4.10 illustrates the comparison between these figures and those of Armstrong and Baron (2003) in their 1997 survey. It reinforces the opinion of the latter, who commented that it is evident that a significant proportion of organisations have taken a considerable amount of time and, presumably, trouble to develop and implement PM.

Table 4.10

How long did it take to develop your organisation’s current PM process?

Length of time	Armstrong and Baron (1998)	Corbett (2007/08)
< 1 year	43%	28%
1-2 years	30%	33%
> 2 years	21%	39%

The survey then examined who contributed to the development and design of the process. The majority of all levels and representatives of staff (with varying total respondent numbers) did so. The largest majority was senior managers, at 91% (n=112), followed by HR staff, at 90% (n=103). A large majority of line managers/team leaders (72% (n=70)) also contributed. A significant number of staff representatives (52% (n=47)) also contributed to the development and design of the process. The smallest categories were 'all staff' (37% (n=34)) and trade union officials (37% (n=30)).

Twenty-two respondents availed of the opportunity to make additional comments (15 from the private sector, 7 from the public) on this issue. Taking the private sector firstly, six organisations did not tick any of the boxes regarding who contributed to the development and design of their PM process. Instead, they all replied that theirs was driven from their headquarters – in this case, one in Switzerland, and the remaining five in the US. Of the nine organisations that indicated who contributed to their PM process, six were from the US. Of these six North American firms, one revealed that its process, while corporate-driven, was in conjunction with local HR and senior management. A second explained that the process was developed and designed mainly by a core specialist HR team. A third organisation revealed that an international focus group was involved in the process. The three remaining US firms commented that their process was driven mainly from their HQ. Of the last three organisations in this particular category, two were Irish, and one was French. The first Irish firm, a meat processor, commented that its PM process was MD/director-driven. The second, an engineering firm, pointed out that they hired external consultants to assist them with the process. The French organisation related that its process was used by all its plants worldwide.

Of the 7 public sector organisations, four also ticked a number of boxes. Two stated that it was a centrally agreed process under the National Partnership Forum (NPF). A third related that it used a partnership committee consisting of three representatives from management, two union representatives and one representative for non-union members. The fourth added that its CEO contributed to the development and design of the process. The three bodies that did not tick any of the boxes relating to this question all commented that their process was also agreed nationally through partnership. One of these bodies added that it was supported by the Local Government Management Services Board (LGMSB).

When asked whether this contribution was made through partnership principles (Department of the Taoiseach, 1997), 41% (n=59) indicated 'no', while almost a quarter (n=33) admitted that they did not know. Regarding the level of staff training in PM techniques (Table 4.11 refers to this), 66% (n = 95) reported that 100% of all senior managers were trained, while 65% (n=87) revealed that 100% of line managers/team leaders were also trained. A smaller figure (44% (n=45)) stated that 100% of skilled/technical/clerical staff were given training, while 30% (n=31) of same were also given no training whatsoever. The largest figure for those not provided with training was 48% (n=44) (i.e. manual/blue collar workers).

Table 4.11**Percentage of those who receive training in PM techniques**

Training provided (%)	Senior managers		Line managers		Skilled/technical/clerical		Manual/blue collar	
	No.	%	No.	%	No.	%	No.	%
100%	95	66.4	87	64.9	45	44.1	32	35.2
90%	9	6.3	4	3.0	3	2.9	3	3.3
80%	8	5.6	5	3.7	2	2.0	0	0
70%	2	1.4	6	4.5	2	2.0	0	0
60%	5	3.5	5	3.7	2	2.0	1	1.1
50%	3	2.1	6	4.5	6	5.9	3	3.3
40%	3	2.1	4	3.0	2	2.0	1	1.1
30%	1	0.7	1	0.7	3	2.9	3	3.3
20%	5	3.5	3	2.2	4	3.9	1	1.1
10%	3	2.1	0	0	2	2.0	3	3.3
0%	9	6.3	13	9.7	31	30.4	44	48.4
Total:	143	70.1	134	65.7	102	50	91	44.6

Focusing on the key player in the process, namely the line manager, the training-for-all figure (65%) was greater than the figure of 59% reported by McMahon (2009a). However, it is reported in the literature review that upwards of 80% of line managers are trained in the UK (e-reward, 2005; CIPD, 2005 and Armstrong and Baron, 2003). In addition, the skilled/technical/clerical figure of 44% matched that of McMahon (2009a), but the manual/blue collar figure of 35% was 9% less than McMahon's (2009). This level of training of management and staff compares favourably with that reported by *e-*

reward (2005), which relates that only 46% of organisations offered training to both management and staff categories in these techniques. It can be understood from the overall total figure in Table 4.11 that there is clearly a focus on training for management, compared with the skilled/technical/clerical grades and the manual/blue collar workforce.

Regarding the incidence and nature of current PM arrangements, three quarters responded that they had an appeals mechanism in place to resolve any grievances arising from development and review meetings. Of the 110 replies in the affirmative, 90 specified how this mechanism was structured. There were 61 comments from the private sector, and 29 from the public. Taking the private sector firstly, 30 organisations stated that they had a formal grievance policy, process or procedure in place. The remaining 31 revealed that they also had an appeals mechanism, but these mechanisms were described in different guises, some of which are outlined below.

Table 4.12

Some private sector comments regarding their PMS appeals mechanisms

No.	Comment
1	Can be questioned by staff in six monthly staff satisfaction surveys
2	Have an 'open door' policy for staff to air their grievances
3	Once 'one to one' reviews take place, team reviews or re-balancing are conducted giving staff the ability to query the rating awarded
4	Employee is entitled to have what is described as "a follow-up review" if he is not happy with the previous review
5	Staff can speak to the MD directly at all times
6	Appeals mechanism to the line manager (who carried out the initial performance and development review meeting), followed by an appeal to the line managers manager (i.e. 'grandfather' manager) and, as a final resort, to the HR department

Examining the public sector responses, nine stated that they had a grievance policy in place. The remaining 20 described their process in much the same manner as their counterparts in the private sector did.

Table 4.13

Some public sector comments regarding their PMDS appeals mechanisms

No.	Comments
1	Mechanism in place but not yet used
2	Appeals mechanism structured through partnership
3	CEO reviews their PMDS plan and feedback procedure when dealing with an appellant staff member who is unhappy with his/her PM review.

4.4 Univariate analysis of Section C: Objectives of the process

In the first of two rank order questions, respondents were asked to rank 12 listed objectives of the PM process for their organisation. They were also given space to add any objectives outside of those listed. The results of the answers to this question are displayed in the two tables and bar chart below. Table 4.14 illustrates, for each objective, the percentage of respondents who ranked the objective in each rank order position. For example, 44% of those who assigned a rank to ‘Agree key work objectives’, ranked it as number 1.

Table 4.14
Objectives of the PM processes (rank order)

	1	2	3	4	5	6	7	8	9	10	11	12
Agree key work objectives	44%	17%	5%	12%	6%	4%	4%	1%	1%	0%	1%	0%
Aid salary review	5%	9%	2%	6%	6%	4%	5%	6%	7%	6%	6%	8%
Assess promotion/potential	3%	4%	6%	6%	6%	8%	12%	11%	7%	9%	1%	1%
Assist HR decisions	0%	1%	2%	2%	1%	6%	9%	5%	12%	11%	12%	10%
Career counselling	0%	1%	2%	3%	7%	6%	5%	9%	8%	11%	11%	9%
Determine bonus payment	1%	1%	4%	3%	4%	3%	4%	5%	4%	6%	11%	14%
Identify training and development needs	6%	18%	21%	14%	13%	11%	4%	1%	4%	2%	2%	1%
Improve communications	1%	9%	10%	13%	16%	9%	5%	5%	7%	6%	3%	3%
Improve future performance	21%	19%	15%	17%	7%	6%	5%	3%	1%	1%	0%	0%
Provide feedback on performance	16%	12%	23%	11%	15%	7%	6%	1%	1%	1%	0%	1%
Secure feedback on supervisory/managerial effectiveness	0%	4%	1%	2%	4%	12%	13%	18%	6%	4%	9%	6%
Strengthen commitment and motivation	3%	6%	10%	9%	9%	16%	13%	10%	8%	4%	1%	0%

Table 4.15 displays the median rank order position for each objective – because it is ordinal, rather than scale, data, we are concerned with the median, rather than the mean. The median is defined as the measure of centrality; i.e. the point at or below which 50%

of the values fall (Balnaves and Caputi, 2001). When rank-ordering data from the lowest to the highest values, the median may be thought of as the ‘typical’ value in a set of data. The lower the median rank, as illustrated in Table 4.15, the higher that objective was ranked on average. Therefore, one can note that ‘agree key objectives’ was judged to be the most important objective, followed jointly by ‘improve future performance’ and ‘provide feedback on performance’. One may also note that there is no number 1 rank in Table 4.15. The reason for this is that, when one observes a set of median values, it provides an indication of how different items are perceived or rated by the sample, in aggregate or total score. However, the median values will not always be unique, or will not always contain a complete set of values from 1 to the number of items being compared. It is a measure of central tendency similar the mean, but, unlike the mean, it is applicable to ordinal variables.

With regard to the variables, those whose values indicate only order or ranking are said to be measured using ordinal data. Meanwhile, scale data refers to numeric values on an interval or ratio scale (e.g. age or income) (Norusis, 2008).

Table 4.15
Objectives of the PM processes (median rank)

Objectives	Median
Agree key work objectives	2
Aid salary review	9
Assess promotion/potential	8
Assist HR decisions	11
Career counselling	10
Determine bonus payment	12
Identify training and development needs	4
Improve communications	6
Improve future performance	3
Provide feedback on performance	3
Secure feedback on supervisory/managerial effectiveness	8
Strengthen commitment and motivation	6

Figure 4.11 displays the percentage of those who assigned a ranking to each objective, ranking it in their top three (i.e. rank order was less than four). There were slight differences between the precise overall rank of objectives (seen in this figure) versus the table of medians, Table 4.15 (e.g. ‘determine bonus payment’ is no longer the lowest-ranked objective). This is so because some did not tick all 12 objectives listed, thus giving a different perspective when one focuses on the top few rank order positions. ‘Agree key objectives’, ‘improve future performance’, ‘provide feedback on performance’ and ‘identify training and development needs’ are the four most popular

objectives of PM, based on the percentage of respondents who ranked the 12 objectives listed in their top three.

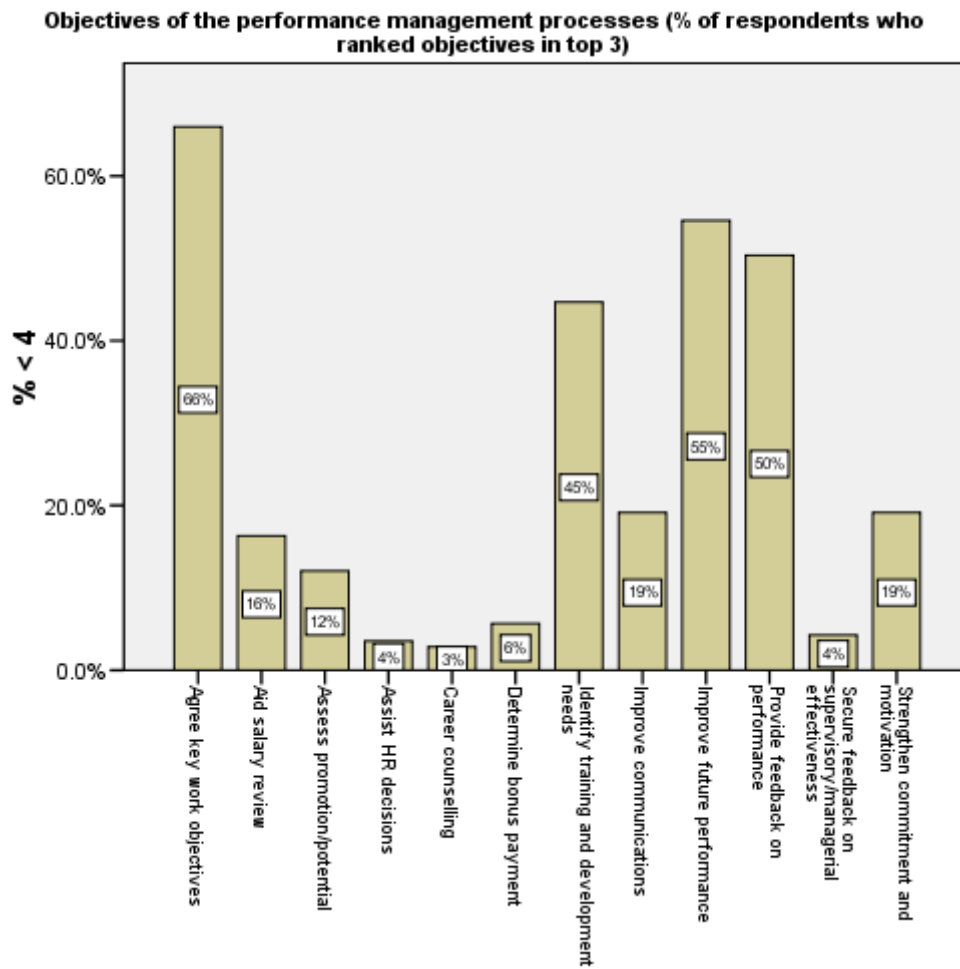


Figure 4.11

Six respondents added comments to their rank ordering of objectives – four from the private sector, and two from the public (see Tables 4.16 and 4.17).

Table 4.16**Some private sector comments regarding rank ordering of PM objectives**

No.	Category of Industry	Comment
1	Engineering	Objectives fed into their strategic plan
2	Cargo Company	Policy is to maximise the experience and expectations of its staff - determines how well they provide value to their customers
3	Oil Company	Focuses on behaviour, measuring both performance (what its workforce delivers/achieves) and behaviour (how they have achieved)
4	Linen Rental and Sales	Rankings change, based on objectives at any time or level within the workforce.

Table 4.17**Some public sector comments regarding rank ordering of PMDS objectives**

No.	Category of Sector	Comment
1	Local Authority	Clarifies that PM process is not currently linked to pay or bonus
2		Delivery of organisational strategy is its number one objective.

It is conclusive that both sectors are conscious of organisational strategy in regard to their PM objectives. The empirical evidence also demonstrates that the responses to the question of ranking the objectives of the process are consistent with previous survey results, as revealed in Appendix IX. The most closely aligned set of objectives to this survey is that of *e-reward*, cited in Armstrong (2006; 2009). Table 4.18, below, compares evidence of this study with that by McMahon (2009a):

Table 4.18**Comparison of rank ordering of objectives of PM**

Objectives	Corbett (2008)	McMahon (2009a)
Agree key objectives	1	3
Improve future performance	2	4
Provide feedback on performance	3	Not stated
Identify training and development needs	4	2
Improve communications	5	9
Strengthen commitment and motivation	6	5
Aid salary review	7	Not stated
Assess promotion/potential	8	1
Determine bonus payment	9	1
Secure feedback on supervisory/managerial effectiveness	10	7
Assist HR decisions	11	Not stated
Career counselling	12	Not stated
For staff discipline/dismissal and retention purposes	Not surveyed	6
To enable employees analyse their strengths and development needs	Not surveyed	8
Others (e.g. communications)*	Not surveyed	9

**McMahon (2009a) states that, of those specifying 'other' objectives, the vast majority had more than one 'other' objective. In addition, 'Others' could possibly include the three 'not stated' objectives.*

The most noteworthy result concerns the placement of 'determine bonus payment' in first place in McMahon (2009a), which ranks only in ninth place in this study. While

this survey ranks ‘agree key objectives’ in first place, McMahon (2009a) positions it in third place. The remaining surveyed objectives are of relatively equal rank.

4.5 Univariate analysis of Section D: Mechanisms and effectiveness of the process

Here, respondents were asked how often their staff were appraised.

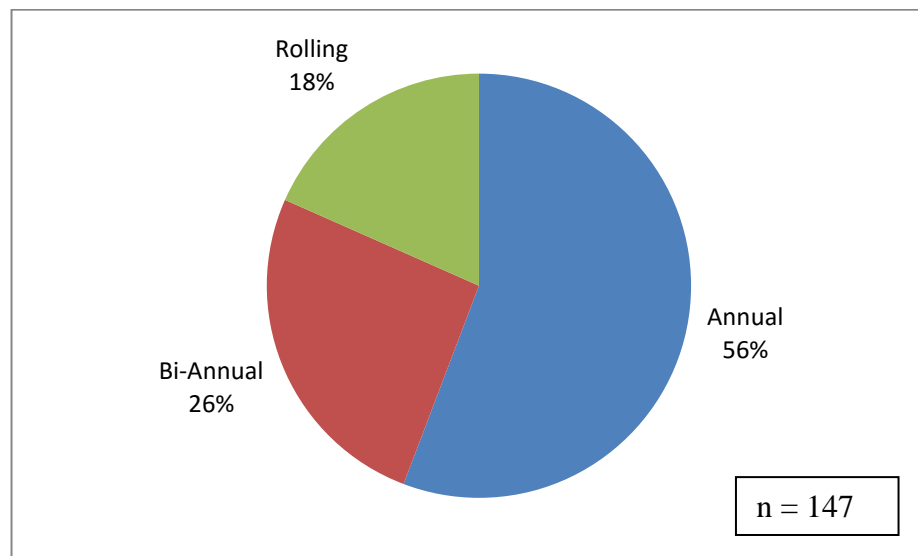


Figure 4.12

How often are staff appraised in your organisation?

Figure 4.12 displays a growth in frequency of both bi-annual and rolling appraisal (similar to IBEC’s survey, 2009). It reflects the need for ongoing dialogue to align and integrate individual performance with business objectives (IBEC, 2009). It is also evidence of this dimension of PM as described by Fowler (1990) in Table 2.1.

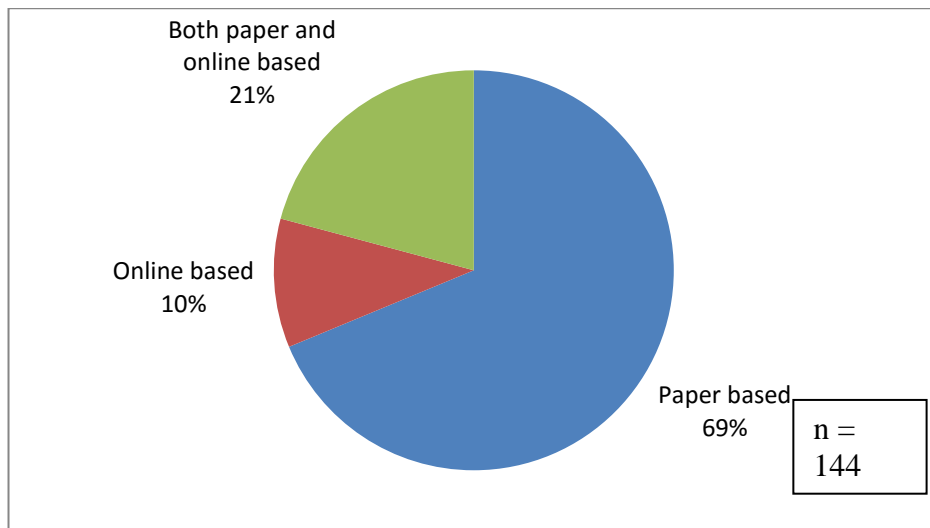


Figure 4.13

What is the format of the appraisal form used by your organisation?

The first statistics regarding the use of online and paper and online appraisals in Ireland is contained in Figure 4.13. The use of the latter format is recorded in the literature review by UK-based *e-reward* (2005). The Talentevo/DCU (2011) survey offers the second set of Irish figures for this format, with 40% of respondents revealing that they use an online system – an increase of 30% on the findings in this study. The question is then posed as to which one mechanism or scheme, or which combination of mechanisms or schemes (e.g. self-appraisal incorporating a PDP, rating and objective-setting, and review), the PM process is currently using. Table 4.19 demonstrates that the use of three and five combined mechanisms or schemes is the most popular, followed by four, two and seven. It had been hoped to identify the exact combinations, but, as there are 122 of them, it has proven difficult to do so. In any case, the maximum frequency of occurrence was three and five respectively.

Table 4.19**Number of PM mechanisms/features used by an organisation**

No. of PM mechanisms /features used by an organisation	Column N %
0	29%
1	6%
2	7%
3	13%
4	10%
5	13%
6	6%
7	7%
8	2%
9	3%
10	1%
11	0%
12	0%
15	0%
17	1%

Table 4.20, below, explains that objective-setting and review was the most popular mechanism. This is consistent with the findings in the literature review (McMahon, 2009; CIPD, 2009; e-reward, 2005; IRS, 2005; IBEC, 2004). Next, in order of popularity, was self-appraisal (incorporating PDPs), competency assessment, rating scales, peer appraisal, subordinate feedback, customer appraisal and 360-degree appraisal. It is important to highlight that a number of respondents indicated that they used some or all segments of 360-degree appraisal, as well as 360-degree appraisal itself, thereby creating a ‘double entry’ in this regard. The most popular feature is PDP (50%), with PRP in second place (25%), followed by TDP (18%). PDP also incorporates self-appraisal (McMahon, 2009; e-reward, 2005) and PRP (Section 2.9 (F)).

Table 4.20**Types of PM mechanisms/features used**

No.	PM mechanisms/features used	Table Total N %
1	Self-appraisal	43%
2	Peer Appraisal	21%
3	Subordinate Appraisal	18%
4	Customer Appraisal	16%
5	360-Degree Appraisal	14%
6	Team Development Plan (TDP)	18%
7	Personal Development Plan (PDP)	50%
8	Performance - Related Pay (PRP)	25%
9	Balanced Scorecard	9%
10	Objective-setting and Review	48%
11	Competency Assessment	29%
12	Rating Scale	27%
13	Ranking	6%
14	Paired Comparison	2%
15	Forced Distribution	6%
16	Descriptive Essay	4%
17	Critical Incident	4%

Table 4.21, below, reveals how effective each mechanism or feature is, in order of the number of organisations using them. Critical incident was acknowledged as the most effective mechanism or scheme, despite only attracting nine users. Second was objective-setting and review (n = 98), followed jointly by 360-degree appraisal (n =29) and competency assessment (n=60). Combining the ‘very effective’ and ‘mostly effective’ scores, the table records ‘objective-setting and review’ to be the most effective (93%), followed by PDP (87%), customer appraisal (85%) and competency assessment (83%). Of the remaining 13 mechanisms or schemes and features listed, 11 recorded a combined ‘very effective’ and ‘mostly effective’ score of over 70%. Ranking and FD were the two which came in under that percentage. This empirical evidence

demonstrates the successful implementation of the process, both in number and effect, across both sectors.

Table 4.21

Level of effectiveness of mechanisms/features used

	Very effective	Mostly effective	Partly effective	Not effective	N
Personal Development Plan (PDP)	37%	50%	13%	1%	103
Objective-setting and Review	53%	40%	5%	2%	98
Self-appraisal	34%	40%	24%	2%	88
Competency Assessment	45%	38%	17%	0%	60
Rating Scale	27%	48%	21%	4%	56
Performance-related Pay (PRP)	33%	42%	21%	4%	52
Peer Appraisal	30%	44%	26%	0%	43
Subordinate Feedback	27%	43%	22%	8%	37
Team Development Plan (TDP)	39%	39%	22%	0%	36
Customer Appraisal	38%	47%	16%	0%	32
360-degree Appraisal	45%	34%	21%	0%	29
Balanced Scorecard	42%	37%	21%	0%	19
Forced Distribution	23%	31%	46%	0%	13
Ranking	42%	8%	42%	8%	12
Descriptive Essay	33%	44%	22%	0%	9
Critical Incident	56%	22%	0%	22%	9
Paired Comparison	25%	50%	25%	0%	4

Next, the respondents placed in rank order the inhibitors of the effectiveness of the PM process. They were also given the opportunity to add ‘any other’ inhibitor(s). Similarly to the responses to Question 25, the results are laid out below in three formats. Table 4.22 shows the percentage of respondents who ranked the inhibitors from first to eighth. Accordingly, the greatest inhibitor was ‘lack of follow-up,’ followed by ‘lack of managerial support’ and ‘subjectivity/bias in appraisal’.

Table 4.22

Factors which inhibit the effectiveness of your organisation's PM processes (rank order)

	1	2	3	4	5	6	7	8
Failure to review/monitor system	11%	14%	14%	13%	3%	3%	6%	6%
Lack of follow-up	26%	18%	11%	13%	6%	4%	4%	1%
Lack of managerial support	20%	9%	13%	8%	10%	4%	2%	4%
Lack of staff support	6%	9%	10%	12%	10%	7%	6%	3%
Lack of training for line mangers	6%	7%	11%	8%	7%	9%	6%	4%
Link with pay rise	6%	7%	4%	5%	9%	8%	10%	11%
Subjectivity/bias in appraisal	13%	12%	10%	6%	3%	10%	10%	4%
Too much paperwork	11%	10%	8%	4%	9%	6%	5%	15%

Similarly to Table 4.9, Table 4.23, below, shows the median rank order position of each inhibitor. As already explained, this was done because it was ordinal (ranked), rather than scale, data. In this respect, one is concerned with the median (mid-point), rather than the mean (average). In addition, the lower median rank corresponds with the highest ranked inhibitor. One should also note that (as in Table 4.9) there is no number

1 rank in Table 4.23. This is explained by the fact that the median values would not always be unique, or would not always contain a complete set of values from 1 to the number of items being compared. Consistent with Table 4.22, ‘lack of follow-up’ was deemed the greatest inhibiting factor. The median reading demonstrates a different result to Table 4.22 thereafter, with ‘failure to review/monitor the system’ in second place, followed by ‘lack of managerial support. The ‘link with pay rise’ factor was perceived as the least inhibiting.

Table 4.23

**Factors which inhibit the effectiveness of your organisation's PM processes
(median rank)**

Inhibiting Factors	Median
Failure to review/monitor system	4
Lack of follow-up	3
Lack of managerial support	5
Lack of support from staff	6
Lack of training for Line Managers	7
Link with pay rise	8
Subjectivity /bias in appraisal	6
Too much paperwork	7

Table 4.24 reveals the percentages of those who assigned a ranking to each inhibiting factor in their top three. There are slight differences between the precise overall rankings in this tabulation versus Table 4.22 (e.g. ‘too much paperwork’ is no longer the lowest ranked inhibitor). As already explained (regarding Figure 4.15), this is so because some respondents only ranked their top three, four or five objectives, and left the rest blank. This grants a different perspective when one focuses on the top rank order positions. ‘Lack of follow up’, ‘Lack of managerial support’ and ‘failure to review/monitor the system’ were the three greatest inhibitors, on this basis. ‘Lack of

follow-up' was also the most common inhibitor in both of McMahon's (1998 and 2009) surveys. McMahon (2009a) comments that, given that PMSs are judged on the extent to which agreed recorded actions are implemented, this 'lack of follow up' must call the whole *raison d'être* of the process into question, as practised by the organisations concerned.

Table 4.24

**Factors which inhibit the effectiveness of your organisation's PM processes
(percentage of respondents who ranked inhibitors in 'Top 3')**

No.	Inhibiting Factors	Ranked in 'Top 3'
1	Lack of follow-up	56%
2	Lack of managerial support	42%
3	Failure to review/monitor the system	40%
4	Subjectivity/bias in appraisal	34%
5	Too much paperwork	30%
6	Lack of support from staff	26%
7	Lack of training for line managers	24%
8	Link with pay rise	18%

There were twelve responses to the 'inhibitors' query in the 'other' category – eight from the private sector, and four from the public. Some of these from the private sector reported that they were not experiencing any problems with their current system or process. A comment from this sector was that they were not experiencing any inhibitors yet, because the process was only new to the organisation. The eighth organisation stated that all of the eight inhibitors listed did impact occasionally. Within the public sector, one comment was that the *lack* of a link with any pay rise was an inhibiting factor in itself. Another was that, as PM was a relatively new concept, they had thus far witnessed a lack of understanding and trust in the process amongst staff. Two further

comments were that, firstly, a new inhibitor was the lack of sanctions for underperformers within the organisation, and, secondly, that it was too early in the process for the organisation to offer an opinion on inhibiting factors.

Respondents were also asked whether they were proposing to make any changes to their PM arrangements over the next 12 months to increase its effectiveness. As can be seen from the chart below, a majority responded with 'no' (n=63).

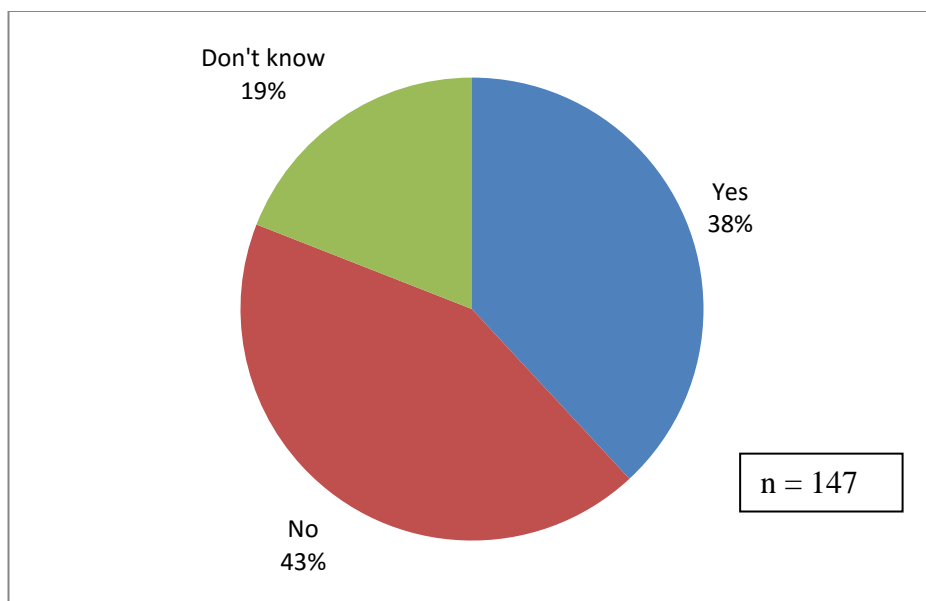


Figure 4.14

Is your organisation proposing to make any changes to its performance management arrangements over the next 12 months to increase its effectiveness?

Those who answered 'yes' (n=56) were invited to specify what these arrangements were. Fifty-one respondents elaborated on their proposed changes, 36 from the private sector and 15 from the public. Sixteen private sector organisations stated that they were reviewing their PM arrangements, or will do so in the very near future. The remaining 21 organisations elaborated further on their current status. Their comments are

presented in Table 4.25, while the comments from the 15 public sector bodies are provided in Table 4.26.

Table 4.25

Some private sector comments regarding future changes to PMS arrangements

No.	Location	Category of Sector	Comment
	LEINSTER		
1	Dublin	Gas/Energy	Move from annual to quarterly appraisals
2		Telecommunications	Change its competency framework
3		Norwegian MNC	Focus more on the quality of objective-setting
4		US pharmaceutical MNC	Move from regional objectives towards more local objectives
5		US MNC IT	Introduce self-appraisal to its process
6		Irish software computer	Proposes to invite feedback from management and staff on its PM arrangements
7		Irish electrical retail company	Has yet to decide on its changes
8	Offaly	Meat processing	Set about agreeing key targets and performance goals that can be measured
9		Construction	Improve communications with staff to provide a clear and focused approach for all through its PM process
10	Westmeath	US MNC	Completely overhaul its system with a view to introducing BS, FD and more focus on competencies
11	Meath	Irish engineering	Extend PM further in the organisation but does not expand on how it proposes to do this

No.	Location	Category of Sector	Comment
	MUNSTER		
12	Cork	US Engineering MNC	Revert back to the paper form of appraisal as opposed to online
13		Irish Shipping and Forwarding Agency	Introduce an online system
14		Singapore Logistics Company	Also considering introducing an online system
15		USA Industrial Chemicals MNC	Recent changes have been made to its PM process, so it will not be changing the system for some time
16		Irish Pharmaceuticals MNC	Moving from group objectives towards personal objectives while retaining the link with the organisations objectives
17		US MNC	Training and follow-up mechanisms are to be increased
18		Irish Engineering	Separate its salary review date from the appraisal date
19		Motor Vehicle Distributor	HR manager is seeking board approval who is putting a proposal together to explain the benefit of appraisals to the organisation
20	Limerick	Industrial Engineering	Wishes to improve its PM documentation making it more departmental-orientated rather than generic
21	Kerry	Hotel	Has too many changes to make to its process to mention

The comments from the 15 public sector bodies are as follows:

Table 4.26**Some public sector comments regarding future changes to PMDS arrangements**

No.	Location	Category of Sector	Comment
1	Dublin	Self-funding statutory body	More emphasis on training of its staff and management to facilitate more consistency in the workings of its PM process
2		HSE Hospital	PM is just being introduced to their organisation
3		Voluntary Public Hospital, not owned by HSE	Intend to increase their use of PMDS, which will involve regular reports from team leaders, with more objective measurement on progress towards achieving agreed objectives; also proposing more linkage between group strategy, hospital strategy and team objectives
4	Dublin	Government Department	Considering changing its current (2008) PMS where previous 24 hour performance is assessed and plans made to manage business going forward; now planning to introduce 'the accomplishment growth' model of PM
5	Dublin	'Other' category	Review and re-develop its online system
6		Semi-State	Review performance ratings to ensure they are consistent and fair through introduction of monitoring committee.
7		'Other'	Introduce upward appraisal to its system
8		'Other'	Increase its focus on rating scales
9		'Other'	Create a greater alignment to other systems, i.e. succession planning, recruitment and disciplinary action
10		Third Level Education	make some changes after two years in operation
11		Semi-state	Identify blocks to the effectiveness of the process through review.

No.	Location	Category of Sector	Comment
12		Semi-state Energy	Striving for continuous improvements in their process within the needs of the organisation
13	Limerick	Third Level Education	Simplify their PM process and integrate it with others
14		Local Authority	Greater leadership by senior managers by way of further training
15	Wicklow	Semi-state	Plans to re-model their process; will also provide an online facility and wish to redesign their reward system 'to increase performance linkage'

Attention then turned to whether respondents had a formal system for evaluating the effectiveness of their PM arrangements, and, if so, what methods were used. 43% replied in the affirmative, demonstrating a 12% and 11% increase, respectively, since two previous IBEC studies (2004; 2006) (Table 4.27). Notably, IBEC (2006) found that over a third of respondents used more than one method of evaluation. the majority in this study claimed that they used a combination of all five methods listed (Figure 4.15).

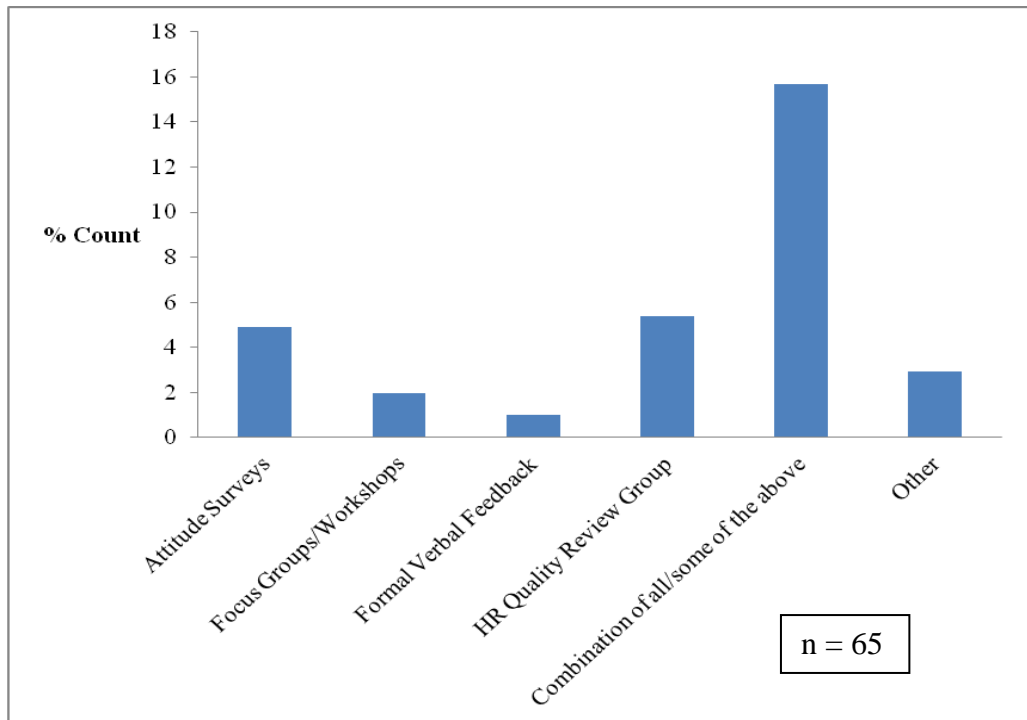


Figure 4.15

If your organisation has a formal evaluation system, which method is used?

On this issue, four respondents (three from the public sector) commented on their review system. A local authority used performance indicators, while a large public sector body examined ‘statistical improvements in business and service’ and another reported using informal feedback (gained through PMDS training sessions) for evaluative purposes. The sole private sector comment was from a large MNC, reporting that it used a ‘particular process’ to review the ratings of the staff, but did not elaborate as to what this process involved.

Table 4.27**Types of formal evaluation systems in use in Ireland**

Type of Formal Evaluation	IBEC (2004)	IBEC (2006)	Corbett (2007/08)
Formal Written Feedback	56%	44%	0%
Attitude Survey/Audit	54%	42%	15%
Focus Groups/Workshops	38%	19%	6%
Formal Verbal Feedback	Not identified	Not identified	3%
HR Quality Review Group	Not identified	Not identified	17%
Combination of the All/Some of the Above	Not surveyed	+ 33%	49%
'Other' Means of Evaluation	Not identified	10%	9%

Finally, a combined total of 92% claimed that the PM process had been effective to some extent when the 'very effective', 'effective' and 'moderately effective' scores were combined, with only 5% claiming that it was ineffective (Figure 4.16). This was 22% more than that recorded by McMahon (2009a), and 35% greater than that recorded by IBEC (2004). It also exceeded by 24% the most recent UK survey (e-reward, 2005) available to the researcher. (All of these figures are contained in Table 3.12, above.) However, it is worth noting IBEC's (2004) comment that, given the relatively small number of organisations undertaking formal evaluations (Table 4.27), one should view such subjective assessments with some caution. This is notwithstanding the fact that the organisations with formal evaluation systems in place, as surveyed by IBEC (2004) and in this study, were significantly more positive than the wider population regarding the impact that PM has had on their operations. Finally, from the US perspective, SAM (1996) recorded only a 10% effectiveness rating (Table 3.12), and a more recent study

by Lawler and McDermott (2003) stated that PMS effectiveness was higher when rewards were tied to appraisals. This observation was consistent with findings in the literature review regarding the stronger emphasis on reward in the US and in American organisations in general.

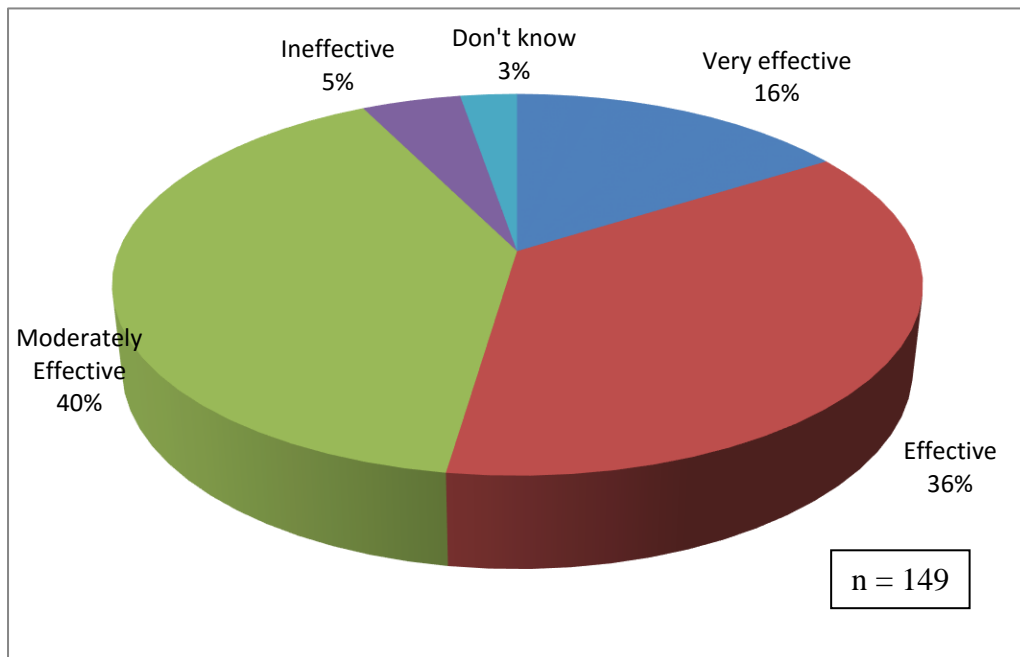


Figure 4.16

In general how effective has your organisation's performance management process been in improving overall performance?

4.6 Summary of univariate analysis

Practically all of the respondents were of Irish ownership (n=143), including over a quarter from the public sector (n=53). The response was particularly high from public limited companies (plcs) and MNCs, when compared with the national proportions for these categories. Predictably, the highest foreign response came from US companies, whilst the largest number within the public sector was from the semi-state sector. The

largest private sector category was a combined number in the services sector, with manufacturing and processing in second place. The largest category of organisations by number of employees was in the 100-499 frame, followed by those in the 50-99 class size.

Over half of the respondents were unionised, while almost three quarters were PM practitioners. Of those with a PM process or system in place, almost all of their full-time, part-time and contact staff were unionised. The coverage of PM, in terms of level of staff, was wide, from almost two thirds of manual workers to almost nine tenths of senior management. As regards the category of staff, over half of all full-time staff were in the PM process, but slightly less for part-time workers. Approximately one quarter of contract staff were covered, while roughly a tenth of all 'other' categories were included.

Turning to the nature of PM arrangements, approximately two thirds linked organisation, team and individual plans. Furthermore, a fifth had one-to-one and team meetings. Of those without a PM process or system, over half stated that they had one ten years ago (with objective-setting and review, and self-appraisal, as the most common mechanisms in use). PDP was the most popular feature of the process. However, the main inhibitors, identified in order, were as follows:

- i. too time-consuming;
- ii. a lack of commitment from line managers;
- iii. the process did not achieve its objectives.

When asked whether they will introduce a new process in the next two years, close to half indicated 'yes'. Over half also revealed that their PMS was agreed with the trade union(s), while one fifth of these claimed that the trade union attitude was a

combination of 'very positive' and 'positive'. In excess of half replied that their current PM process was a development of an older system which took over two years to develop. The majority also reported that their process evolved through partnership principles. With regard to training in PM techniques, this was provided more so for management than skilled/technical/clerical and manual grades. Finally, three quarters reported that they had an appeals mechanism in place.

The top three objectives of PMS in use in Ireland were as follows:

- i. to agree key objectives;
- ii. to improve future performance;
- iii. to provide feedback on past or current performance.

Annual appraisals remained the most popular time-frame, whilst the majority continued to use paper-based appraisals. However, over one fifth used a combination of paper and online formats. The majority of respondents used a combination of between three and five mechanisms when appraising staff. Most popular were objective-setting and review, self-appraisal, competencies, rating, peer, subordinate, customer and 360-degree appraisal. The mechanisms deemed most effective (also in order) were critical incident, objective-setting and review, 360-degree appraisal and competencies. Of the 'features' used, PDP was the most popular, while over a quarter practised PRP. The main inhibitors were identified as 'lack of follow-up and managerial support', 'subjectivity/bias in appraisal', 'failure to review/monitor the system' and 'too much paperwork'.

Less than half of the respondents reported that they had no plans to change their PM process over the following 12 months. Meanwhile, over half advised that they did not have a formal method of evaluating the process. Of those that did, the majority used a

combination of attitude surveys, focus groups/workshops, formal verbal feedback and a HR quality review group. Finally, almost all agreed that PM was in some way effective. However, focusing on the exact level of effectiveness, a majority scored it as being only 'moderately' so.

4.7 Introduction to bivariate analysis and an assessment of the research objectives

A bivariate test is a statement that tests one or two measurable variables. It typically asks whether there is a difference or a relationship between the two variables (Devore and Peck, 2005). It is also defined as a hypothesis or research objective (Mirabella, 2008), and can also be categorised as crosstabulation (Norusis, 2008). However, to evaluate its truth, one must conduct a hypothesis test. This matter has been addressed in Chapter 3, Section 3.3. This section attempts to establish the truth, or disprove as a statement of fact, the research objectives in regard to current PM practice in Ireland, as listed in Section 3.3. There must be enough evidence to confirm that they are true. The results of the data analysis are described below, and are further referenced by the accompanying cross-tabulation tables and chi-square test results generated through SPSS Version 15.0 (as contained in the CD-ROM Appendix). It is important to repeat here (as stated in Section 3.3) that the researcher can confirm that all of the results from the chi-square tests of independence strongly indicate that there is a real difference between the variables being tested.

4.8 Bivariate analysis of those who operate formal performance management processes in relation to ownership, sector and number of employees

The first bivariate test of two measureable variables was based on the possible relationship between the private and public sector, in terms of PM practice. This study cross-tabulated the variable of organisations operating PM processes with those of:

1. Ownership status of the organisation.
2. The country/region of ownership, if the organisation was foreign-owned.
3. The sub-category of the public sector to which it belonged.
4. The sub-category of the private sector to which it belonged.
5. The total number of employees in all categories (full-time, part-time, contract, etc.).

Regarding ownership status, Table 4.28 below reveals a clear majority of respondents operating a PMS process. The one category that is marginally outside this 'clear majority' cell is the Irish publicly-quoted organisations.

Table 4.28**Organisations operating formal PM processes**

Ownership Status	N	Operating formal PM processes?	
		Yes	No
MNC HQ	8	100%	0%
Public Sector	54	91%	9%
Irish Privately owned	51	86%	14%
Irish MNC	5	80%	20%
MNC Subsidiary	8	63%	38%
Irish Publicly Quoted	78	49%	51%
Total:	204	73%	27%

Table 4.29 also offers substantial empirical evidence of PM being operated in the vast majority of the foreign-owned organisations surveyed:

Table 4.29**Foreign-owned organisations operating formal PM processes**

Country/Region of Ownership	n	Operating PM processes?	
		Yes	No
Other	10	100%	0%
USA	29	93%	7%
UK	11	82%	18%
EU (other than UK)	11	73%	27%
Total:	61		

Table 4.30

Public sector bodies operating formal PM processes

Public Sector Bodies	N	Operating PM processes?	
		Yes	No
Semi-state	15	100%	0%
Civil Service	10	100%	0%
Local Authority	7	100%	0%
Education	8	88%	13%
Other	5	80%	20%
HSE	8	63%	38%
Total	53		

Based on the literature reviewed, the expectation was high that the figures from this survey would show a higher incidence of PM across the public sector. Table 4.30 confirms that this was the case.

The private sector response was divided into 11 categories to reflect those of the Kompass database. The largest respondent category was ‘Other’ (n=40), the majority of which were in the ‘services industry’. Therefore, if one is to ally this to the ‘Business Service’ category (n=12), the services sector was the biggest respondent category, putting manufacturing and processed goods (n=39) into second place. Consistent with previous research findings, there was widespread PM practice within the services sector generally (the exception being ‘tourism and leisure’, at 41%, the only category to score under 50%).

Table 4.31**Private sector by category operating formal PM processes**

Category of Private Sector Industry	N	Operating PM processes	
		Yes	No
Media and Telecommunications	4	100%	0%
Business Services	12	83%	17%
Other	40	80%	20%
Distribution	7	71%	29%
Agriculture/Food and Drink	14	64%	36%
Manufacturing and Processed Goods	39	62%	38%
Construction	12	50%	50%
Industrial Plant	4	50%	50%
Transportation	2	50%	50%
Tourism and Leisure	17	41%	59%
Minerals and Raw Materials	0	0%	0%
Overall	151	73%	27%

The total number of respondents by employee class size and sector is shown in Table 4.32, below. Table 4.33 probes further regarding actual PM practice amongst this number. Focusing on the most recent survey detailed in Table 2.3 (i.e. McMahon (2009a)), it can be observed that the public sector figures were more dominant in this study. Likewise, the empirical evidence contained in McMahon's (2009) study demonstrates a greater uptake in PM practice in the private sector. For example, Irish private firms practising PM were greater by 13%, while their foreign counterparts were also reported to be more numerous – in this instance, by 16%.

Table 4.32

Total number of employees in all categories with a PM process in place in both sectors

	Overall	50-99		100-499		500-999		1,000-4,999		>5,000	
		Private	Public	Private	Public	Private	Public	Private	Public	Private	Public
Yes	73%	49%	100%	74%	82%	100%	100%	86%	89%	100%	100%
No	27%	51%	0%	26%	18%	0%	0%	14%	11%	0%	0%
Total	204	65	9	66	22	9	11	7	9	3	3

Table 4.33

Performance management use by size, sector and nationality, 2007/08

Employee Class Size	Public Sector		Private Sector (Irish)		Private Sector (Foreign)	
	n	%	n	%	n	%
50-99	9	100	29	48	3	60
100-499	22	82	41	72	8	89
500-999	11	100	7	100	2	100
1,000-4,999	9	89	6	86	0	0
5000 >	3	100	3	100	0	0
Total:	54	91%	86	64%	13	81%

4.9 Bivariate analysis of Research Objective No. 1: The comparative level of incidence of performance management practice amongst public and private (Irish and foreign-owned) sector organisations

The charts below demonstrate the private sector scores in blue, with those of the public sector in burgundy. It can be seen from the chart below (Figure 4.17) that 91% (n=49) of respondents in the public sector, and 66% (n=99) of those in the private, operated a PM process.

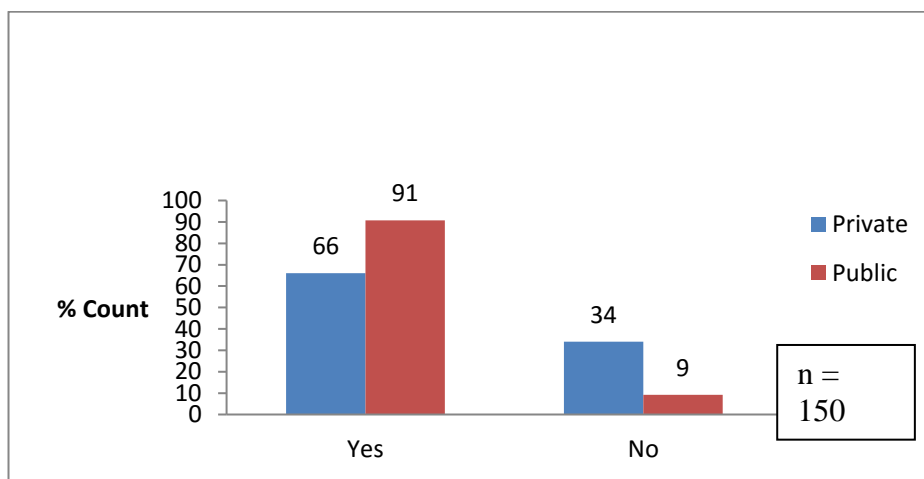


Figure 4.17

The percentage of organisations operating formal performance management processes, categorised by sector

The number of public sector PM practitioners represented a considerable increase since the McMahon (1999) survey, where he reported that the majority of the respondent public sector organisations did not use any form of appraisal. However, the latest study by McMahon (2009a) reveals a large 85% (n=40) uptake of the practice in the public sector. Furthermore, his figures for the private sector reveal a 77% (n=139) uptake

amongst indigenous Irish firms and a larger figure of 97% (n=78) amongst overseas organisations (Table 4.3).

There is a clear majority of staff in both sectors at all levels covered by the PM process. The following statistics are based on those organisations, with more than 50% of each level of staff covered by the process. Senior management coverage stood at over 90% (n=94), while line managers and team leaders were also over 90% (n=96). Skilled, technical and clerical staff were at just under 90% (n=96), while manual/blue collar staff stood at 65% in the private sector, and 86% in the public sector (n=80). The latter statistic is indicative of the partnership process that was active in Irish industry from 1987 to approximately 2007/08, allied with the associated co-operation of trade unions, in the promotion of PM in the public sector (Department of An Taoiseach, 1997).

4.10 Bivariate analysis of Research Objective No. 2: What the objectives of the process are for these organisations

Similarly to the overall survey results, as outlined in Section 4.3 above, there is a choice of interpretation of results regarding the objectives of PM (i.e. rank order, median and ‘top three’ status). Notably, there is a similarity in the top choice of objectives across sectors (refer to Tables 4.34, 4.35 and 4.37). This is also reflected in the median ranking table (refer to Table 4.36).

Table 4.34

Rank order of objectives of PM in the Irish private sector

No	Objective	Rank	1	2	3	4	5	6	7	8	9	10	11	12
			%	%	%	%	%	%	%	%	%	%	%	%
1	Agree key work objectives		41	15	4	15	8	4	3	1	2	0	1	0
2	Improve future performance		21	20	17	17	5	4	5	3	1	0	0	0
3	Provide feedback on performance		18	10	25	11	13	5	5	2	1	1	0	1
4	Identify training and development needs		4	15	15	15	15	13	7	2	3	3	2	1
5	Improve communications		0	7	8	11	15	12	4	8	8	9	3	3
6	Strengthen commitment and motivation		3	7	10	10	10	14	11	11	9	4	1	0
7	Secure feedback on supervisory/managerial effectiveness		0	4	1	2	2	8	12	16	9	5	12	9
8	Assess promotion/potential		4	5	9	7	8	5	15	14	8	11	0	2
9	Aid salary review		7	13	2	9	7	7	8	8	10	8	8	7
10	Career counselling		0	1	1	1	8	10	5	7	9	13	16	12
11	Assist HR decisions		0	2	3	0	1	5	10	3	14	13	13	14
12	Determine bonus payment		1	1	4	3	5	4	3	7	7	8	14	18

Table 4.35

Rank order of objectives of PM in the Irish public sector

No.	Objective	Rank	1	2	3	4	5	6	7	8	9	10	11	12
			%	%	%	%	%	%	%	%	%	%	%	%
1	Agree key work objectives		49	20	6	6	4	4	6	0	0	0	0	0
2	Improve future performance		20	18	10	16	10	8	4	2	0	2	0	0
3	Provide feedback on performance		10	16	18	10	18	10	6	0	2	0	0	0
4	Identify training and development needs		8	22	33	12	10	6	0	0	4	0	2	0
5	Improve communications		2	12	14	18	18	2	6	0	6	2	2	2
6	Strengthen commitment and motivation		2	6	10	8	6	18	18	8	6	2	0	0
7	Secure feedback on supervisory/managerial effectiveness		0	2	0	2	8	20	16	20	2	2	4	0
8	Assess promotion/potential		0	0	0	6	4	12	6	4	6	6	2	0
9	Aid salary review		2	2	2	2	4	0	0	2	2	4	4	10
10	Career counselling		0	0	4	6	6	0	4	14	6	6	0	4
11	Assist HR decisions		0	0	0	6	2	6	6	8	8	6	10	2
12	Determine bonus payment		2	0	2	2	2	0	4	2	0	4	4	6

Table 4.36**Median rank position of PM objectives in both sectors**

Objective	Overall Rank	Private Sector	Public Sector
Agree key work objectives	2	2	2
Improve future performance	3	3	4
Provide feedback on performance	3	3	4
Identify training and development needs	4	5	3
Improve communications	6	6	5
Strengthen commitment and motivation	6	6	6
Secure feedback on supervisory/managerial effectiveness	8	9	8
Assess promotion/potential	8	7	13
Aid salary review	9	7	13
Career counselling	10	10	12
Assist HR decisions	11	10	11
Determine bonus payment	12	11	13

Table 4.37

‘Top three’ objectives of PM in both sectors

No.	Objective ranked in ‘top three’	Private Sector		Public Sector	
		No.	%	No.	%
1	Agree key work objectives	56	64%	37	79%
2	Improve future performance	53	61%	24	53%
3	Provide feedback on performance	49	57%	22	49%
4	Identify training and development needs	32	36%	31	65%
5	Aid salary review	20	24%	3	18%
6	Strengthen commitment and motivation	18	22%	9	21%
7	Assess promotion/potential	17	21%	0	0%
8	Improve communications	13	16%	14	33%
9	Determine bonus payment	6	9%	2	14%
10	Assist HR decisions	5	7%	0	0%
11	Secure feedback on supervisory/managerial effectiveness	5	7%	1	3%
12	Career counselling	2	3%	2	8%

It can also be understood from previous four tables that there are certain similarities and differences between the two sectors, in terms of their objectives for the PM process. Firstly, the ‘training and development need’ is higher in the public sector, considering (as discussed in the literature review) that the emphasis is on ‘development’, as reflected in the title – PMDS. The focus on ‘aiding salary review’ is, not surprisingly, higher in the private sector. However, it is notable that 14% (n=2) of respondents in the public sector placed ‘determining bonus payment’ in their top three objectives. This confirms

the figure revealed (in Table 4.42) in respect of those public sector organisations practicing PRP. Indeed, this is further confirmed by the figure of 18% (n=3) that view PM as ‘a tool to aid salary review’ (Table 4.37).

Returning to the private sector, it can be revealed that, to ‘determine bonus payment’ scored only 9% (n=6), which was 5% less than the public sector (Table 4.37). Both sectors viewed ‘agreeing key work objectives’ as their primary (top three) objective, scoring 79% (n=37) amongst the public sector and an equally impressive 64% (n=56) in the private (Table 4.37). These figures are unsurprising given the emphasis placed on SMART objectives by so many organisations (refer to Section 2.3). At the other end of the scale, one finds limited emphasis in the public sector on ‘career counselling’ (8%, n=2), ‘securing feedback on supervisory/managerial effectiveness’ (3%, n=1), ‘aiding HR decisions’ (0%) and ‘assessing promotion/potential’ (0%). There is a slightly stronger emphasis on these objectives in the private sector. As in the case of the first two research objectives of this study, the researcher has endeavoured to determine the objectives of the PM process for the respondent organisations in both sectors. It can be observed from the chi-square test of independence (see Appendix XVII) that this research objective, or hypothesis, has been investigated and deemed to be true.

4.11 Bivariate analysis of Research Objective No. 3: How performance management is practiced by these organisations (including the mechanisms used)

Firstly, the subject of PM practice is addressed by considering the background to the incidence and nature of current PM arrangements. Regardless of whether or not they had PM in place, 96% (n=52) of the public sector respondents were unionised, compared with 45% (n=67) in the private. Regarding the categories of staff with more

than half of such categories in union membership, those in full-time employment in the public sector (89%) far outweighed those in the private (65%), in respect of such membership. Similarly, 69% (n=24) of the public sector respondents reported that over 50% of their part-time staff were in union membership, as opposed to only 44% (n=18) in the private. When asked the same question in relation to contract staff, the public sector again reported higher membership figures, with 50% (n=10) having over 50% membership, with 21% in the private sector. The public sector had marginally stronger membership for 'other' staff, too, with 20% (n=1) having 50% or over in a union, compared with 17% in the private equivalent. Regarding the categories of staff that were covered by the PM process, just under 90% of full-time staff in both sectors had more than half of that level operating under a PM process. Meanwhile, 78% and 77% of part-time workers in the private and public sector, respectively, were also covered. Over half of contract workers were covered by PM in the public sector, at 81%, compared with 51% the private. Over 50% of 'Other' workers were covered in the public sector, at 61%, in comparison with 41% in the private.

The PM process was tasked with linking organisational, team and individual plans for 98% (n=47) of public sector and 88% (n=87) of private sector respondents, respectively. Asked whether the process included the review and appraisal of staff performance, 94% (n=97) of private sector respondents replied in the affirmative, as did 90% (n=44) of the public. A large majority from both sectors favoured one-to-one meetings, as opposed to team-based or one-to-one and team-based meetings. A large number provided additional training and development for any category of staff, namely 94% (n=97) in the private sector, and 93% (n=43) in the public sector. A retrospective question was then asked – concerning whether the organisation had a PM process in place in the last 10 years. Predictably, a larger number from the private sector claimed that they had (65%, n=42).

A further question was asked concerning the mechanisms or schemes used. The responses to this question are addressed when present-day practices are discussed later in this section.

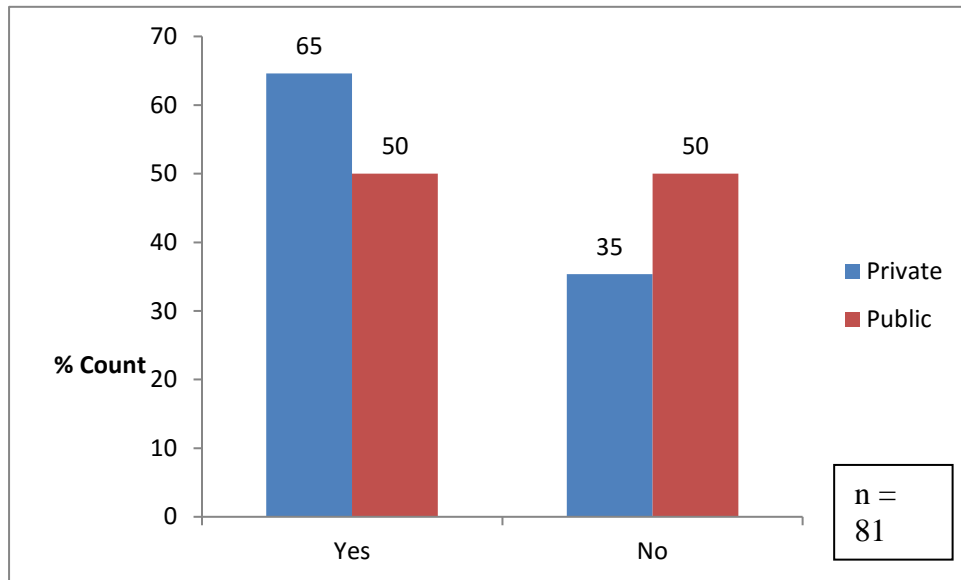


Figure 4.18

Did your organisation have a performance management process in place in the last 10 years?

Those who have abandoned PM in the past ten years were asked why they did so. They were given four likely reasons (as tabulated below). The majority of private sector respondents (77% (n=17)) stated ‘too time-consuming’ as the primary reason for abandoning the process. In second place was ‘lack of commitment from line managers,’ as registered by 70% (n=14) of private sector respondents. 47% (n=8) of respondents from the private sector claimed that their process did not achieve its objectives, as did one respondent from the public. Finally, two organisations from the private sector stated that the process was ‘too costly’ to implement, and thus they abandoned it.

Table 4.38**Reasons for abandoning the PM process by sector**

No.	Reasons for abandonment	Total No.	Private Sector		Public Sector	
			No.	%	No.	%
1	Too time consuming	23	17	77%	0	0%
2	Lack of commitment from line managers	21	14	70%	1	100%
3	Did not achieve objectives	19	8	47%	1	50%
4	Too costly	16	2	13%	0	0%

When asked whether any plans existed to introduce a process in the following two years, 80% (n=4) of public sector respondents indicated 'yes', while 58% (n=26) of the private sector respondents stated that they did not have any such plans. The survey then proceeded to focus on those organisations with a PM process in place. It firstly reverted to those with trade union membership, and asked whether the current process was agreed with the union(s). Again, given the partnership approach taken by the public sector in this area, a majority of public sector respondents (80% (n=41)) stated that they agreed their process with them. However, a sizeable 68% (n=30) of the private sector reported the opposite.

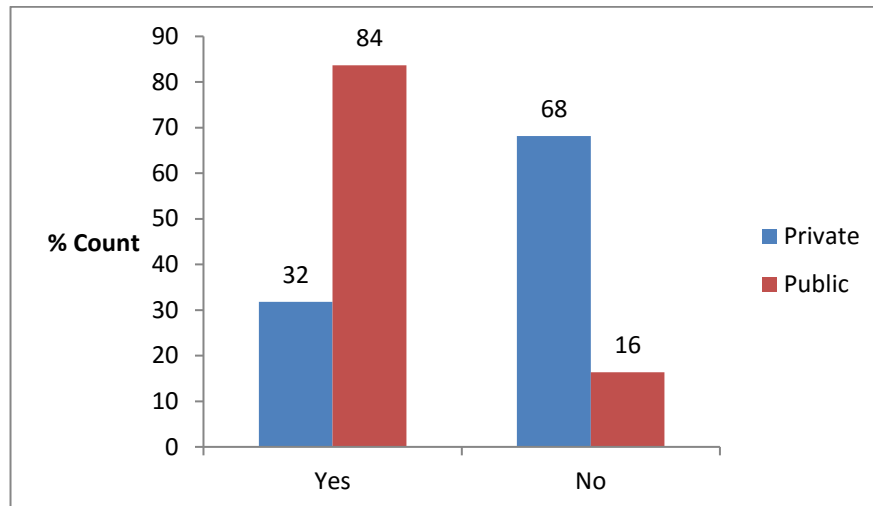


Figure 4.19

If your organisation is unionised, were current performance management arrangements agreed with the union(s)?

Probing this area further, the survey asked about the nature of the attitude of the union(s) to the introduction of PM. The majority of those respondents in the public sector (63%; n=30) claimed that the union(s) were positive in their attitude, but 68% (n=23) from the private sector revealed the opposite. This is consistent with the figure listed above for organisations which agreed their processes with the union(s). Another statistic consistent with the advent of PMDS in the public sector in 2000 was that 68% (n=34) of public sector organisations stated that their PM process was a new system, while, in the private sector, the same percentage stated that theirs was a development of an older system.

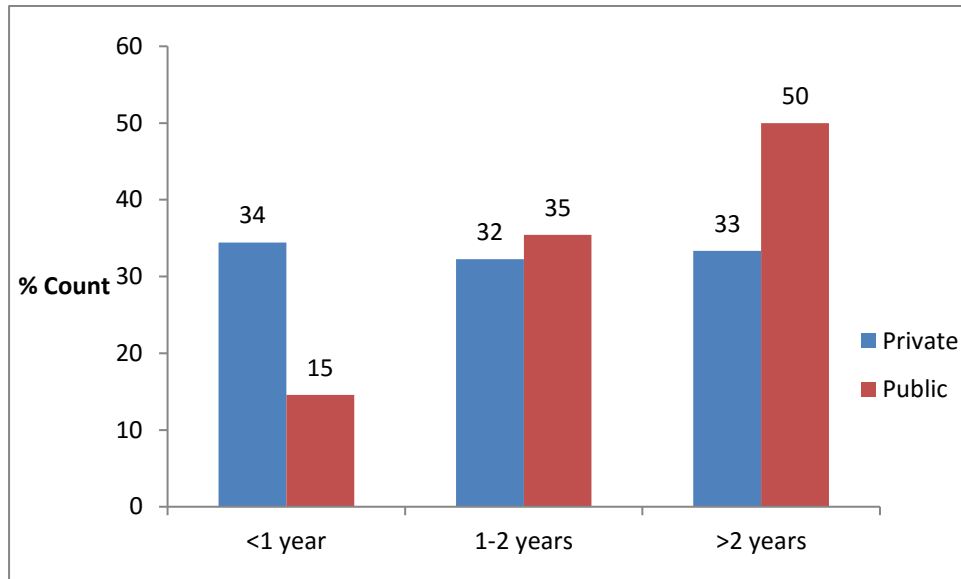


Figure 4.20

How long did it take to develop the current process?

The majority of the public sector respondents – 50% (n=24) – revealed that it took two or more years to develop their PM system, while almost 34% (n=32) of those in the private sector took less than one year to do likewise. Again, given the nature of the partnership route taken by the public sector, it is not surprising to find that the majority of all staff – 62% (n=18) contributed to the design of their PM process. Both sectors reported that senior management played a key role in this embryonic stage of PM (as illustrated in Table 4.39, below). This table also illustrates the high number of line managers/team leaders consulted, which may well reflect their important role in the day-to-day running of PM (as noted in the literature review). Also evident in Table 3.39 is the fact that there was an almost equal number of organisations (in both sectors) that had (and did not have) contributions from trade union officials in the PM development/design process.

Table 4.39**Contributors within the organisation to the development and design of the PM process**

Contributors within the Organisation	N	Private Sector		Public Sector	
		No.	%	No.	%
Senior Managers	120	80	95	32	89
HR Staff	110	70	95	33	92
Line Managers/Team Leaders	90	45	79	25	76
All Staff	77	16	33	18	62
Staff Representatives	75	20	46	27	84
TU Officials	54	3	14	27	84

The empirical evidence also shows the public sector to have a greater contribution from all levels and representatives of its workforce in the formulation of PM. Therefore, the fact that this contribution was made through partnership principles by 89% (n=40) of the public sector, compared with 17% (n=11) in the private, is not surprising.

In terms of training staff in PM techniques, Table 3.40 demonstrates that the public sector outscored the private at all levels, most notably amongst manual/blue collar workers. The figures quoted were where 50% cent or more were trained.

Table 4.40**Approximately what percentage of each level of staff receives training in PM**

Level of Staff	50%+	N	Private Sector		Public Sector	
			No.	%	No.	%
Senior managers		143	19	80	44	96
Line managers/team leaders		134	71	79	42	95
Skilled/technical/clerical		102	27	43	33	82
Manual/blue collar		91	12	21	27	77

This survey also reveals that an equal number of respondents across the two sectors had an appeals mechanism in place. This provides for the resolution of any grievances arising from individual/team performance and development review meetings. The survey also shows that a clear majority appraised their staff annually, especially in the private sector. However, the majority in public ownership appraised their staff bi-annually and on a rolling, or continuous, basis throughout the year (Figure 3.21 refers to this).

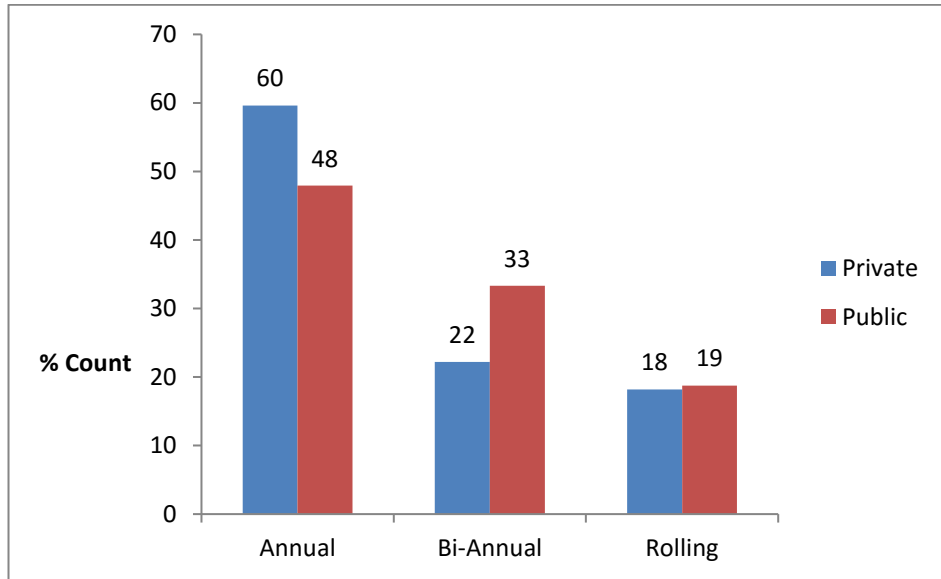


Figure 4.21

How often are staff appraised in your organisation?

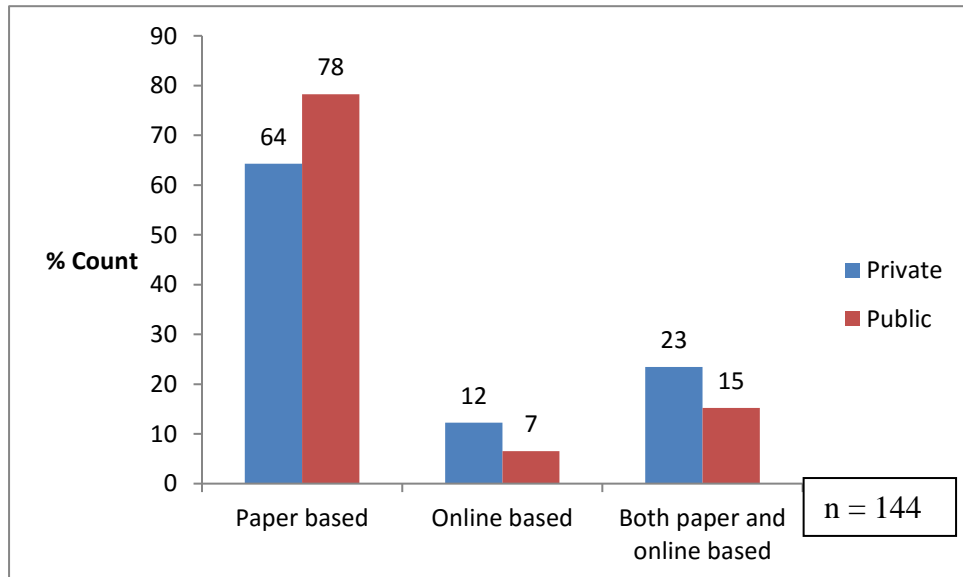


Figure 4.22

What format does your appraisal form take?

The majority of public sector respondents used the traditional paper-based appraisal route (see Figure 4.22). This chart also shows that over a third of respondents from the private sector were (already) using an online-based system.

Turning to mechanism or scheme types, this survey lists 17 appraisal mechanisms or scheme options. Table 4.41 reveals, in order of popularity, the figures for those options taken (from 1998 to 2008) by the 50 respondent organisations which did not practise PM at the time of this survey. Table 4.42, in turn, lists the options in use by 140 respondent PM practitioners in 2007/08.

Table 4.41

**Mechanisms/schemes and features used by those who formerly practised PM
(1998 to 2008)**

Mechanisms/Schemes & Features of PM	N	Private Sector		Public Sector	
		%	No.	%	No.
Personal Development Plan (PDP)	55	49	23	75	6
Objective-Setting and Review	54	53	24	22	2
Performance-related Pay (PRP)	54	30	14	25	2
Self-appraisal	53	47	21	12	1
Rating Scale	53	29	13	25	2
Peer Appraisal	52	39	17	12	1
Subordinate Appraisal	52	25	11	0	0
Customer Appraisal	52	18	8	12	1
Ranking	52	16	7	0	0
Critical Incident	52	7	3	0	0
Competency Assessment	51	39	17	12	1
360 degree Appraisal	51	21	9	12	1
Team Development Plan (TDP)	51	12	5	25	2
Balanced Scorecard (BSC)	51	12	5	0	0
Forced Distribution (FD)	51	9	4	0	0
Descriptive Essay	50	2	1	0	0
Paired Comparison	50	0	0	0	0

Table 4.42**PM mechanisms/schemes and features used by sector, 2007/08**

No.	Mechanisms/Schemes & Features of PM	Total %	Private Sector %	Public Sector %
1	PDP	72	68	81
2	Objective-setting and Review	69	75	55
3	Self-appraisal	61	65	53
4	Competency Assessment	42	42	43
5	Rating Scale	39	43	30
6	Ranking	39	43	30
7	PRP	35	46	9
8	Peer Appraisal	29	33	19
9	Subordinate Appraisal	25	22	32
10	TDP	25	19	36
11	Customer Appraisal	21	23	19
12	360-Degree Appraisal	19	23	13
13	BSC	13	16	6
14	FD	9	13	0
15	Descriptive Essay	6	9	0
16	Critical Incident	6	8	2
17	Paired Comparison	2	3	0
	Total:	N=140	N=93	N=47

Firstly, considering the features used on a comparative basis, the majority of both sectors used PDPs – 71% (n=65) – in the private and 84% (n=38) in the public. The

greater percentage for the public is predicable, given the literature review findings. Regarding practice 10 years earlier, PDPs were also most popular amongst the public bodies, by a majority of 26%. According to Table 4.41, PRP was carried out by 30% (n=14) in the private sector 10 years ago, but the figure of 25% (n=2) for the public sector was not representative of national practice, considering it yielded just two responses. Table 4.42 shows the level of practice of PRP to be (predictably) higher in the private sector, at 46%. For the first time in Ireland, there was a contemporary figure for PRP practice in the public sector – 9% (n=4). There was a larger number in the public sector using TDPs – 36% – with 19% using them in the private sector. This figure replicates PMDS best practice, where TDPs have been recommended for the public sector, most notably in the HSE. However, on examination of the data returned specifically from the health services, it transpires that five public hospitals did not have a TDP in place, while one private hospital reported similarly. Regarding these public hospitals, this is consistent with the literature review findings that PMDS is not yet embedded in the HSE.

The most popular mechanism in both sectors was objective-setting and review, which was used by 75% and 55% of respondents, respectively. If one compares these figures to those in Table 4.41, they demonstrate an increase in practice by 22% amongst the private sector, and 33% in the public. Self-appraisal was the second most popular mechanism in use by both sectors. This is certainly consistent with the finding in the literature reviewed regarding the public sector, as it generally incorporates it into its PDP process. The 360-degree appraisal mechanism (comprised of upward, peer, subordinate and customer (external and internal) appraisal) was carried out by 23% of private and 13% of public sector organisations. As in the univariate analysis, caution is recommended here regarding these figures, given that some respondents stated that they

practised 360-degree appraisal, as well as its components. They, in effect, answered the same question twice.

The BSC method was carried out by 16% of those in the private and 6% in the public sector. Competency assessment (CA) proved almost equally popular in both sectors, with a sizable 42% using this scheme amongst the private and 43% in the public sector. Ten years previously, CA was less popular in both sectors, particularly the public. The growth of its practice in the public sector can be attributed to its high profile in the CS. Rating scales and ranking were almost as popular as CA, with 43% using these mechanisms in the private sector, while 30% did so in the public. Paired comparison, forced distribution (FD) and descriptive essay all recorded a zero percentage amongst the public sector respondents, similarly to practice 10 years before. The figure for FD in the public sector is surprising, given that it was in use in the CS since 2007 (McMahon, 2009), albeit only commencing in the same year that this survey was conducted. However, the survey does reveal that 2% (n=1) of public sector respondents used the critical incident mechanism, representing a slight improvement on 10 years before.

Table 4.43 lists the breakdown of appraisal mechanisms and features used within the public sector, by category, while Table 4.44 does likewise for the private equivalent. The salient points in Table 3.41 concern the particularly high percentages within the CS, including objective-setting, self-appraisal, CA and rating, and the low figures for the HSE (outside of TDPs and PDPs). These (and the remaining) figures reveal data that is consistent with findings contained in the literature review. The most significant response in the private sector was related to the 'Other' category. Of the 10 remaining categories of industry, 'manufacturing and processed goods', 'business services' and 'agriculture/food and drink' emerged as the most numerous respondents. Table 4.44

reveals that the listed components of 360-degree appraisal (namely, peer, subordinate and customer appraisal) enjoyed much popularity, as did 360-degree appraisal itself. Examining all categories of private sector industry, objective-setting and review were clearly the most popular mechanism, while, of the three features, PDPs emerged as the most popular.

Table 4.43**The PM appraisal mechanisms/features used within the categories of the Irish public sector**

PM Mechanisms/Features used	Civil Service	Education	Local Authority	HSE	Semi-State	Other
Self-Appraisal	80%	71%	33%	20%	40%	100%
Peer-Appraisal	10%	29%	33%	20%	20%	0%
Subordinate Appraisal	60%	43%	17%	20%	20%	33%
Customer Appraisal	20%	43%	33%	0%	13%	0%
360 Degree appraisal	40%	0%	0%	0%	13%	0%
TDP	10%	43%	83%	80%	20%	33%
PDP	70%	86%	100%	80%	87%	67%
PRP	0%	0%	0%	0%	20%	33%
Balanced Scorecard	0%	0%	0%	0%	0%	0%
Objective setting and Review	90%	57%	17%	20%	60%	67%
Competency assessment	70%	29%	0%	20%	47%	100%
Rating Scale	70%	14%	0%	0%	27%	33%
Ranking	10%	0%	0%	0%	0%	0%
Critical Incident	10%	0%	0%	0%	0%	0%
Paired Comparison	0%	0%	0%	0%	0%	0%
Critical incident	10%	0%	0%	0%	0%	0%
Paired Comparison	0%	0%	0%	0%	0%	0%
Forced Distribution	0%	0%	0%	0%	0%	0%
Descriptive Essay	0%	0%	0%	0%	0%	0%

Table 4.44
The PM mechanisms/features used within the categories of the Irish private sector

PM Mech & Features	Agric/Fd & Drink	Bus Ser	Constru	Distrib	Ind Plt	Manu & Proc Gds	Media & Telecoms	Min & Raw Mats	Tour & Leisure	Trans	Other
Self-Appr	50%	90%	40%	50%	50%	55%	100%	0%	43%	100%	73%
Peer Appr	38%	40%	40%	75%	0%	18%	25%	0%	29%	0%	40%
Sub Appr	12%	30%	0%	0%	50%	14%	0%	0%	43%	0%	30%
Cust Appr	38%	40%	0%	25%	0%	23%	0%	0%	29%	0%	20%
360 Degree Appr	25%	20%	0%	25%	0%	27%	25%	0%	29%	0%	23%
TDP	12%	20%	40%	0%	0%	18%	0%	0%	43%	0%	20%
PDP	38%	80%	60%	50%	100%	77%	50%	0%	57%	100%	70%
PRP	25%	50%	40%	25%	100%	41%	25%	0%	29%	0%	63%
BS	25%	10%	0%	0%	0%	23%	25%	0%	43%	0%	10%
Obj Set & Review	50%	100%	40%	100%	100%	77%	25%	0%	100%	100%	73%
CA	38%	60%	0%	50%	0%	41%	50%	0%	86%	0%	37%
Rating	38%	40%	40%	50%	50%	45%	25%	0%	29%	100%	47%
Ranking	0%	20%	0%	0%	0%	5%	25%	0%	29%	100%	10%
PairComp	0%	10%	0%	0%	0%	5%	0%	0%	14%	0%	0%
FD	12%	10%	0%	0%	0%	23%	0%	0%	29%	0%	10%
Desc Essay	0%	10%	20%	0%	0%	9%	0%	0%	14%	0%	10%
Crit Incid	12%	0%	0%	25%	0%	9%	0%	0%	29%	0%	3%
Total:	n = 8	n = 10	n = 5	n = 4	n = 2	n = 22	n = 4	n = 0	n = 7	n = 1	n = 30

Table 4.45**Level of effectiveness of mechanisms/features of PM in both sectors**

	Private		Public	
	Very or mostly effective		Very or mostly effective	
	%	n	%	n
Self-appraisal	75%	63	72%	25
Peer Appraisal	71%	34	89%	9
Subordinate Appraisal	86%	22	47%	15
Customer Appraisal	96%	23	56%	9
360-Degree Appraisal	91%	23	33%	6
TDP	74%	19	82%	17
PDP	86%	65	87%	38
PRP	74%	46	83%	4
Balanced Scorecard	88%	16	33%	3
Objective-setting and review	92%	72	96%	26
Competency Assessment	88%	40	75%	20
Rating Scale	76%	42	71%	14
Ranking	45%	11	100%	1
Paired Comparison	75%	4	0	0
Forced Distribution	54%	13	0	0
Descriptive Essay	78%	9	0	0
Critical Incident	75%	8	100%	1

Table 4.45 presents (for the first time, in respect of the Republic of Ireland) the comparative level of effectiveness of the mechanisms and features of PM practice. The three most effective in the private sector were customer appraisal, objective-setting and review, and 360-degree appraisal. However, it is important to note also the numbers of those who actually practised these mechanisms or schemes. For example, only 22 carried out subordinate appraisal in the private sector, while 23 practised customer appraisal and 360-degree appraisal. The most effective in the public sector were ranking (n=1), critical incident (n=1) and objective-setting and review (n=26). The figures in this table confirm the contents of Table 3.21, where 360-degree appraisal was only placed 11th out of 17 mechanisms or schemes and features of PM listed. Despite its acknowledged level of effectiveness, notably in the private sector, the findings concerning 360 degree appraisal were reflective of the literature reviewed, where it was also established that this collective form of appraisal was not universally popular.

4.12 Bivariate analysis of Research Objective No. 4: The comparative perceived impact or effectiveness of performance management

Respondents were asked to rank any potential inhibitors to the effectiveness of PM practice in their organisation. Similarly to the overall survey results (as described in Section 4.4 of this chapter) the researcher presents a choice of three interpretations, as detailed at Tables 4.46, 4.47, 4.48 and 4.49.

Table 4.46
Overall ranking of inhibitors of PM in the Irish private sector

No.	Inhibitor	Rank:	1	2	3	4	5	6	7	8
			%	%	%	%	%	%	%	%
1	Lack of follow-up		26	21	12	11	5	5	5	1
2	Lack of managerial support		20	9	9	9	13	5	2	6
3	Subjectivity/bias in appraisal		16	15	10	5	4	9	11	5
4	Failure to review/monitor system		10	12	17	16	4	4	7	7
5	Too much paperwork		10	12	7	5	7	6	5	18
6	Link with pay rise		10	7	5	7	12	9	11	10
7	Lack of training for line managers		5	6	10	10	9	12	5	5
8	Lack of support from staff		4	6	13	10	12	9	9	4

Table 4.47
Overall ranking of inhibitors of PM in the Irish public sector

No.	Inhibitor	Rank	1	2	3	4	5	6	7	8
			%	%	%	%	%	%	%	%
1	Lack of follow-up		27	14	9	16	9	2	2	0
2	Lack of managerial support		20	9	20	7	5	2	0	0
3	Failure to review/monitor system		14	18	9	7	2	2	5	2
4	Too much paperwork		14	7	9	2	11	7	5	9
5	Lack of staff support		11	14	5	16	7	5	2	2
6	Lack of training for line managers		7	9	14	5	5	2	7	2
7	Subjectivity/bias in appraisal		7	7	9	7	2	11	9	2
8	Link with pay rise		0	7	2	0	2	7	7	14

Table 4.48
Median rank order position of inhibitory factors by sector

Inhibitor	Overall Rank	Private Sector	Public Sector
Lack of follow up	3	3	4
Failure to review/monitor system	4	4	6
Lack of managerial support	5	5	4
Lack of staff support	6	6	5
Subjectivity/bias in appraisal	6	6	7
Too much paperwork	7	7	7
Lack of training for line managers	7	6	9
Link with pay rise	8	7	9

Table 4.49
‘Top Three’ inhibitors of PM in both sectors

No.	Inhibitors ranked in ‘top three’	Private Sector		Public Sector	
		N	%	N	%
1	Lack of follow-up	48	59%	22	50%
2	Subjectivity/bias in appraisal	33	40%	10	23%
3	Failure to review/monitor system	32	39%	18	41%
4	Lack of managerial support	30	37%	22	50%
5	Too much paperwork	24	29%	13	30%
6	Lack of staff support	19	23%	13	30%
7	Link with pay rise	18	22%	4	9%
8	Lack of training for line managers	17	21%	13	30%

Table 4.48 reveals that ‘lack of follow-up’ was the greatest inhibitor of the process in the private sector. In the public sector, ‘lack of follow-up’ and ‘lack of managerial support’ tied in first place. The private sector placed ‘subjectivity/bias in appraisal’ in second place, ‘failure to review/monitor the system’ in third place and ‘lack of managerial support’ in fourth place. ‘Failure to review/monitor the system’ was placed second (at 41% (n=18)) by the public sector. There was a three-way tie for third place amongst the public sector responses, with ‘lack of staff support’, ‘lack of training for line managers’ and ‘too much paperwork’ all showing a 30% (n=13) response rate. The last three inhibitors listed by the public sector were ‘too much paperwork’, ‘subjectivity/bias in appraisal’ (both scoring 30%) and ‘link with pay rise’, which showed a score of only 9%. This may have been due to the fact that there was less of a presence of PRP in the public sector, compared with the private sector, which scored this inhibitor at 22% (placing it in seventh place). The three least inhibiting factors in

the private sector were ‘lack of training for line managers’ (21%), ‘link with pay rise’ (22%) and ‘lack of staff support’ (23%). It is not surprising that the public sector placed ‘lack of training of line managers’ in joint third place (n=13), compared with eighth place by the private sector (n=17), given the emphasis placed on training of line management in the government’s PMDS policy (refer to Chapter 2, Section 2.7.2).

Having identified the inhibitors to PM practice, it was then asked whether there were any plans to increase the effectiveness of PM. Just under 50% from both sectors (n=119) stated that they have such plans. A number elaborated on what these entailed (as discussed in Section 4.4, above). 45% of private and 40% of public sector respondents (n=151) had a formal system to evaluate PM effectiveness. Figure 4.23 illustrates the most popular method to be a combination of all seven listed.

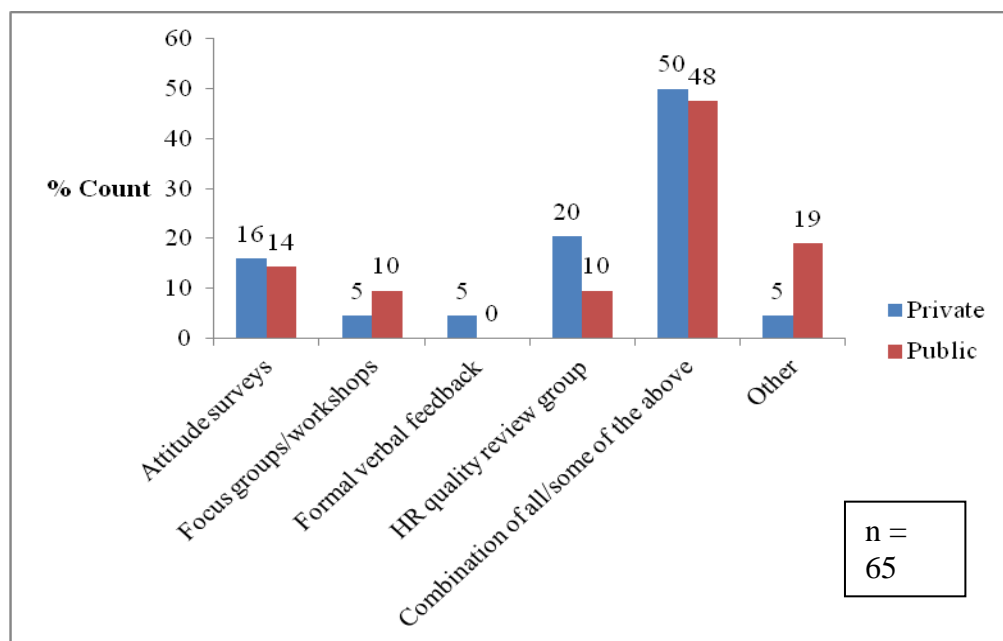


Figure 4.23

What method do you use to evaluate the effectiveness of your organisation’s performance management arrangements?

Within the public sector, 42% (n=20) declared the PM process to be effective in improving overall performance, in comparison with 60% (n=58) in the private sector. Though this question was answered in Likert scale fashion, for bivariate analysis purposes, the responses are divided into two categories: very effective/effective and moderately effective/less than effective.

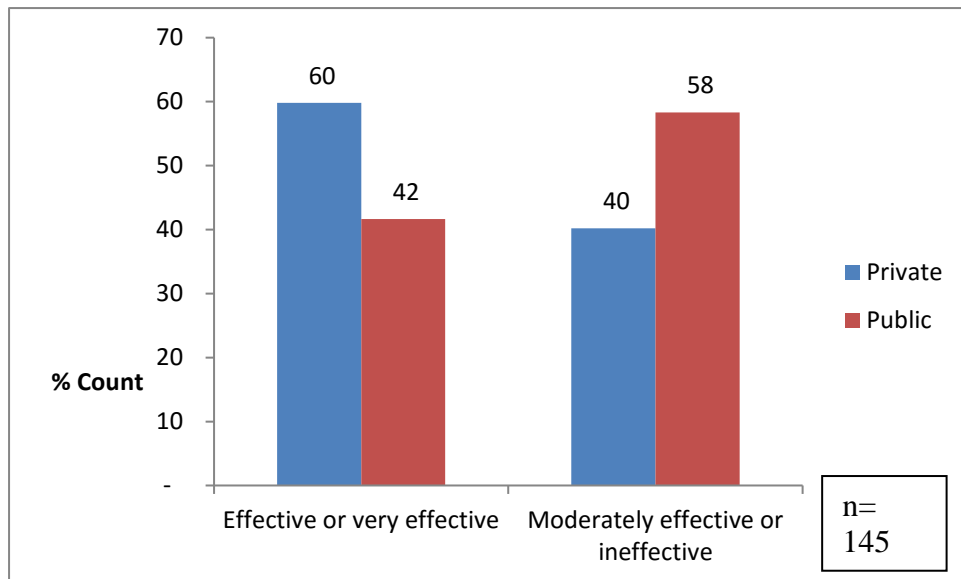


Figure 4.24

How effective has your organisation’s performance management process been in improving overall performance?

Figure 4.24 reveals that 60% the private sector viewed PM as effective or very effective, compared with 42% from the public. It further illustrates that the majority of public sector respondents (58%, n=28) viewed PM as moderately effective or less than effective (despite the emphasis placed on PMDS by the Irish government since 2000).

4.13 Summary of bivariate analysis

The bivariate analysis of the sectors firstly examined those which operated a formal PM process or system in relation to ownership, sector and number of employees. It then

analysed the survey results from the perspective of the four research objectives of this study, namely the comparative level of incidence of PM amongst the two sectors, the objectives of these organisations with regard to PM, how PM was practised within them and the methods used, and, fourthly, the comparative perceived impact or effectiveness of their PM process or system. With regard to the category of ownership of those with a formal PMS, the following was the case: the majority were MNC HQs, followed by the public sector, with Irish private companies in third place. Of the foreign-owned companies, the nationality with the greatest representation was contained in the 'other' category, followed by the US and the UK. Within the public sector, the CS, local authorities and the semi-states all tied for first place, followed by education and, subsequently, the health service. Moving to the private sector, the industry, media and telecommunications bloc was placed first, followed by business services, with 'others' in third place. The mineral and raw materials category did not reply to the survey. In terms of the numbers employed and those with a formal PM process or system, the public sector outscored the private in almost all employee class sizes. What was also notable was the relatively high uptake in the 50-99 employee class size in both sectors, particularly in the private. There was also a high uptake level in the 100-499 class size (Table 3.34 refers to this).

A. Summary of Research Objective No. 1: The comparative level of incidence of performance management

91% and 66% of public and private sector entities, respectively, had a PM system or process. A clear majority of the management category was covered in both sectors. With regard to manual workers, 86% were covered in the public, and 65% in the private equivalent.

B. Summary of Research Objective No. 2: The comparative objectives of the respondent organisations, with regard to performance management

The 'top three' objectives within the two sectors were relatively similar, with both sharing the same one as their first (namely, 'to agree key objectives'). The second-placed objective in the private sector was 'to improve future performance'. This objective was placed third by the public sector equivalent. The private sector reported that 'to provide feedback' was its third placed objective or priority. Finally, the public sector placed 'to identify training and development needs' in second place. This was consistent with government policy, with regard to PMDS, which is, as indicated by its very title, also focusing on the development of the individual.

C. Summary of Research Objective No. 3: Comparative performance management practice and the methods employed

45% of the private industry respondents were unionised, and 96% in the public sector. Of the categories of staff in trade union membership, the greatest was (predictably) amongst full-time staff in the public sector. Part-time, contract and 'other' categories also had strong trade union representation levels. This tallies with the findings detailed in Section 2.9(N), regarding trade union density in Ireland. 80% of public sector respondents agreed their PM process with the trade union(s), compared with 32% of the private sector respondents. Furthermore, over 60% of the public sector trade union(s) were viewed as having a positive attitude towards PM, whereas almost 70% of the private equivalent were regarded as not doing so.

Section 3.9 presents supplementary data revealing that other categories of staff across the public sector outscored the private in all categories, (i.e. full-time, part-time, contract and 'other'), in respect of PM coverage. The public sector responses also

surpassed the private sector when asked whether the process linked organisation, team and individual plans, and whether it included the review and appraisal of staff performance. However, the private sector was marginally stronger in carrying out one-to-one, team and a combination of one-to-one and team meetings as part of the process. Both sectors recorded a very high incidence of additional training and development for staff, with the private sector (94%) outscoring its public equivalent by just 1%. Of those without a PM process, the majority of the private sector respondents revealed that they did have a process in place in the previous 10 years. Notably, the majority advised that they had plans to reintroduce same within two years. The reasons for abandoning the process were similar in both sectors, with the private sector respondents citing it as ‘too time-consuming’, with there being ‘a lack of commitment from line managers’, while other suggested that ‘it did not achieve its objectives’. The public sector report a ‘lack of commitment from line managers’ and ‘not achieving its objectives’ as being their main reasons for the abandonment of PM.

An equal number (68%) across the two sectors reported that their PM process was a new or existing one, while half of the public sector respondents related that it took two years or more to develop. Just over one third of the private sector respondents noted that it took them less than a year to do so. A clear majority of the public sector respondents reported that ‘all staff’ were involved in its development and design. An equal number across the two sectors advised that training was provided in PM techniques. However, where 50% or more of staff were trained, skilled/technical/clerical (82%) and manual grades (77%) received more of this training in the public sector. The sectors were equivalent in terms of having an appeals mechanism in place, conducting annual appraisals and the fact that the majority of appraisals were paper-based. Furthermore, it is notable that objective-setting was the most popular appraisal mechanism in both sectors (which is consistent with the findings detailed in Section 4.9 (B)). Of the features

surveyed, PDP and TDPs were marginally more popular in the public sector. In addition, the majority used PRP in the private sector, though a growing number also used it in the public sector.

D. Summary of Research Objective No. 4: The comparative perceived impact or effectiveness of performance management

When examining this aspect of the study, the aim was to identify impediments to the process (see Section 2.10, above). Both sectors declared 'lack of follow up' by management and HR as their greatest inhibitor (when ranked in a 'top three' format). The private sector placed 'subjectivity/bias in appraisal' on the part of the appraiser in second place. In comparison, the public sector positioned 'lack of management support' in second place. Finally, both sectors ranked 'failure to review/monitor the PMS' in third place.

The penultimate question asks what method (if any) was used to evaluate the effectiveness of the PM process or system. An equal majority in both sectors used a combination of all or some of the following: attitude surveys, focus groups/workshops, formal verbal feedback and a HR-led quality review. Finally, the sectors were asked whether their PM process or system was a success, based on its effectiveness. A combined total of 92% claimed that it was in some way effective. However, viewed under bivariate analysis, 60% of the private sector respondents revealed that the process was very effective or effective, 18% greater than the public sector respondents. Furthermore, 58% of the public sector respondents declared PM to be moderately effective or ineffective, with just 40% of the private sector respondents declaring similarly.

Adherence to best practice was reported in other areas of PM (e.g. involving ‘all staff’ in the introduction of PM to individual organisations, covering a greater number of technical and manual grades, and greater use of PDPs and TDPs). Mechanisms or schemes in use were deemed effective by both sectors. One feature of PM, PRP, was also recorded as growing in popularity across the sectors. The objectives of the process were the same, with agreeing key objectives being the principle purpose. Finally, whilst the overall opinion was that PM was an effective process, impediments did exist, including a lack of follow-up on the part of management and HR. In many organisations the impact of the various obstructions were alleviated by the presence of formal evaluation systems.

Chapter 5 - Conclusions, limitations, recommendations and final reflective statement

5.1 Introduction to conclusions

This chapter affords the researcher an opportunity to reflect on the work completed. In so doing, it is necessary to recapitulate the research statement of this study, and its allied research questions. In Chapter 2, the researcher stated that, in order to make a national assessment of PM practice in Ireland, ‘a comparative study of PM practice in Ireland, as influenced by its expansion from the private sector to its public equivalent’ was required. In so doing, he set out the following four research questions:

1. To compare the incidence of PM practice amongst public and private (Irish-owned and foreign-owned) sector organisations;
2. To consider how PM is practised by these organisations, including the mechanisms employed;
3. To determine the objectives of the process for these organisations;
4. To ascertain the comparative perceived impact, or effectiveness, of PM.

The trawl through the available literature gave the researcher a critical awareness of current problems, and, in so doing, exposed the eight-year research gap (1999 to 2008) regarding PM practice in Ireland. This investigation indicated, through the careful study of other empirical studies by leading academics and commentators, both indigenous and beyond these shores, as to what was the required benchmark for the primary research contained herein.

5.2 Conclusions regarding comparative incidence of PM practice

As IBEC (2009) states in respect of its 2008 survey, the results of this survey, or primary research, undertaken as part of this study, reflected the economic outlook of the time, as organisations sought to manage costs, improve performance and continue to build competitive advantage in a hostile economic environment. The resultant findings,

allied to subsequent empirical evidence provided by other studies, demonstrates that the incidence of PM practice in Ireland is now running at almost 100% across both sectors. The one weakness in this part of the survey was the 37% response rate from the private sector, giving rise to a 66% practice rating. This figure is the lowest recorded for the private sector since the 65% reported by McMahon and Gunnigle (1994). Considering two later surveys – McMahon (2009a) and Cranet E/UL (2011) – PM practice in the private sector is running at 84% and 82%, respectively. These figures are consistent with IBEC (2009), whose figure also stands at 84%. However, the fact that this was a stratified random sample with a response from 204 (41%) organisations from 25 counties outweighs the initial disappointment regarding its overall representativeness. This is important to note because, while the respective dataset for similar Irish surveys, specifically McMahon and Gunnigle (1994), McMahon (1999) and McMahon (2009) (Table 2.3 refers) was bigger they used a convenience sample that did not cover the entire 26 counties of Ireland.

Six surveys conducted in Ireland and the UK since 2007/08 to 2011 each identify PM as key to *organisational* success. The Irish surveys are: Talentevo/DCU (2011); Gunnigle *et al.* (2011); Cranet E/UL (2010), McMahon (2009a) and IBEC (2009). The UK study is that carried out by the CIPD (2009). In turn, the primary research results generated here reveal that key to PM success itself is senior management support, fair and equitable appraisal's, prompt follow-up jointly by the line manager and HR after the appraisal interview, and regular reviews of process itself. It is noteworthy from the primary research also that, of those PM practitioners from both sectors, the majority of the workforce is covered by the process, with over half of the respondents reporting that all of their senior managers, line managers and skilled/technical/clerical workers were active participants. Furthermore, 65% of manual workers are also covered. The increased coverage of the latter category clearly demonstrates the desired holistic nature

of PM. This statistic compares equally with the 66% reported by McMahon (2009a) (Table 4.5), and better than the 49% recorded by Gunnigle *et al.* (2011) (Table 2.4). Over half of full-time staff are covered, with 40% of part-time and 24% of contract staff also under the PM umbrella. Also of consequence is that senior management, line managers and HR departments are most heavily associated with the development and design stage of the PM process. However, a significant number of staff representatives are also involved, notably trade union officials within the public sector, where union density is greater than in the business sector.

It can be concluded from the above that PM is experiencing wide exposure in Ireland today. Indeed, its practise within the public sector specifically has experienced a significant increase in recent years, covering a wider span of employees. Greater trade union density has assisted in this regard, and, indeed, in the adherence to best practice in other areas of PM (e.g. the involvement of ‘all staff’ in the introduction of PM to individual organisations).

5.3 Conclusions regarding the objectives of the performance management process

This primary research offers precise empirical evidence in respect of each PM objective. It also enables analysis by sector. All of the PM objectives detected in this survey are similar to those found in the 13 surveys reviewed (Appendix VIII refers). The researcher, having read of no singular method to use, tested the twelve objectives in three formats - rank order position, by median ranking and ranking based on a ‘top three’ score with virtually the same result being obtained on each occasion. It is also conclusive that both sectors view objective-setting as central to the PM process. There is consistency across sectors in prioritising components, such as agreeing key objectives, improving future performance and identifying training and development needs. The prominent placement

of 'aid salary review' and 'determine bonus payment' (amongst the objectives) may mean that priority is accorded to reflect the issue of performance measurement (Armstrong, 2006). This study has also found that the reported areas for improvement lie in PM assisting HR decisions for line and senior management, securing feedback on supervisory/managerial effectiveness and career counselling. Indeed, it may be relevant that IBEC (2009) identifies the top two priorities for HR in 2009 as training and development, and PM. Their study also reports a growing interest in measuring the impact of training and employee engagement on bottom-line measures. IBEC conclude that this interest in measurement further reflects the need for HR to link people management practices with organisational performance measures. These conclusions are compatible with the findings in this study, and reflect directly on the status and role of PM.

5.4 Conclusions regarding how performance management is practised, with reference to the mechanisms or schemes and features employed

PM is, in the main, administered on a paper-only basis, but this survey further discloses a figure of over 6% using web-enabled (e-HR) systems in the Irish public sector. This is less than half the number pertaining to the commercial sector. This statistic is the first of its kind known to the researcher, because the practice figures (57%) for the US (Lawler and McDermott, 2003), the relatively small figure of 16% for the UK (e-reward, 2005) and the 40% reported in Ireland (Talentev0/DCU, 2012) are not broken down by sector. The overall figure resulting from this survey stands at 7%, but the researcher can further reveal that 15% of all Irish organisations use a combined paper and online-based system (24% in the private sector; 15% in the public equivalent).

A further observation is that the findings here clearly illustrate that line managers are heavily involved from the outset, both in terms of being informed of, and trained in, the

PM process. IBEC (2009) observes that the most significant challenge to successfully implementing a PMS or process is the capability of line managers to manage it. It concludes that building a PM culture that provides ongoing support and training for managers will be a critical success factor for any PM process. The survey data from this study also reveals that a greater role has been played by public sector management and union(s) working in concert, in contrast with the private sector equivalent in the introduction and implementation of PM. This level of co-operation has been aided by the commencement of the partnership process in 1987, the associated arrival of PMDS in 2000, the Croke Park Public Service Agreement (PSA) (2010), the Haddington Road Agreement (HRA) (2013) and currently, the Lansdowne Road Agreement (LRA) (LRC, (2015). The latter three of these agreements allude to the role of the PM process.

Regarding mechanisms, objective-setting and review is by far the most popular and effective scheme type in use by both sectors, with self-appraisal and peer appraisal, CA and rating also commonly used. Of the three 'features', PDPs and TDPs are both popular, while PRP is favoured more in the private sector, though its use is growing in the public sector.

5.5 Conclusions regarding the comparative perceived impact and effectiveness of performance management

Arguably, the most crucial finding in this study is that, combining both sectors, 92% regard the PM process as effective. This finding is in keeping with ten previous studies, as reported by McMahon (2009a). However, when breaking the results down by sector, this survey reveals a higher effectiveness rating amongst the private sector. Perhaps one reason for the lower effectiveness rating in the public sector is that it is still at the development stage. For example, while the HSE has a high profile measurement system

of its performance in HealthStat, its actual management of performance is not as strong, as evident in this study.

The inhibitors to the successful practice of PM reveal a concern regarding the lack of follow-up by line managers and HR on appraisal meetings. The respondents also expressed concern about the failure to review and monitor the system and a lack of senior managerial support. Within the private sector, in particular, subjectivity/bias in appraisal is a common and contentious issue. These concerns are consistent with those reported by practitioners surveyed in similar studies (as reviewed in Chapter 2). Such issues can be ideally discussed at HR quality review groups, which, according to the results of this survey, are most favoured by both sectors as the most appropriate formal system for the evaluation of the effectiveness of PM practices.

5.6 Limitations

This research study was subject to a number of limitations. Regarding the literature review, it could be argued that more primary sources of information over secondary could have been used. Regarding the methodology, two PM mechanisms were omitted in error for the survey: both ‘weighted’ checklist rating scale and forced choice technique but are discussed in Appendix I. Other areas not surveyed include:

- Whether the performance review meeting is separate from that concerning the discussion of pay
- How effective PM is in its handling of the underperformer
- PM and its relationship with bullying and harassment
- the role of PM in assisting the management of absenteeism
- the level and types of PM practice amongst ‘high performance’ work systems/organisations and the influence of same
- PM and its relationship with strategic management initiatives of the organisation
- The role of PM *vis a vis* change management

Finally, if a third reminder letter to non-respondents had been posted it would have assisted in generating a greater response rate thereby making the results more generalisable.

5.7 Recommendations

It is the researchers' intention that organisations can build effectiveness through an understanding of his findings in the primary research. Indeed, it is hoped that this study may serve as a benchmark for subsequent comparative analyses of PM and the mechanisms thereof in Ireland. It would also serve to aim at the core of the PM process, its objectives, mechanisms and impact in a changing economic environment. The researcher would recommend that all the limitations listed in Section 5.6 be addressed in any future study on the topic. What may also be of interest in the future would be to assess the impact that the recession (now receding) has had on the funding of PM, especially in the areas of training and development, and PRP. It would be most informative and insightful if another quantitative study of PM in Ireland using a stratified random sample endeavoured to generate a dataset representing a larger number of employees. Such a dataset would offer the potential of increased representation, or generalisability, of the results. Such a study would be enhanced by adding a number of case studies, perhaps two from the private sector and one from the public.

Furthermore, to conduct an employee survey (including line managers) of the respondent organisations (or similar such organisations) would be an invaluable 'future' task. A qualitative analysis would consist primarily of open-ended information gathered through interviews with participants, allowing them to supply answers in their own words, in respect of the key PM themes (Creswell and Plano Clark, 2007). For example,

this could take the form of consultation with staff by way of focus groups meetings over a cross-section of organisations.

One-to-one meetings or interviews could also be held with a representative sample of line and/or senior managers, and both staff and their representatives, in a representative sample of organisations. A good example of this technique is the *Hay Group/Institute of Public Administration (IPA) Evaluation Report of PMDS in Local Authorities* (Kearney, 2007). This would have the potential to provide a more complete picture, by noting trends and generalisations, as well as providing an in-depth knowledge of participants' perspectives.

An area of further study could be what are the unanswered questions regarding the objectives of PM. One area of interest would be why certain PM objectives score lowly (in this study), and whether, or how, they might be improved. These objectives are:

- strengthening the commitment and motivation of the entire workforce in an organisation;
- assessing promotion/potential;
- career counselling;
- assisting in HR decision-making;
- determining bonus payment.

A further identifiable area for further research includes investigating how the predominant inhibitors outlined in Section 5.5 above could be eliminated, or at least controlled, most noticeably the topic of subjectivity/bias in appraisals in the private sector.

5.8 Final reflective statement

It is recommended that researchers write a 'final reflection' on their studies (Bloomberg and Volpe, 2008; Hart, 2007). According Bloomberg and Volpe (2008) it allows one to

ask the question: ‘how does the researcher personally value his work and the research experience?’ The following paragraphs attempt to address this recommendation.

The author’s learning curve during this research journey has been steep. Prior to the commencement of this study, the researcher’s knowledge of research techniques and data analysis was minimal. Hence, the rate of progress was initially slow. In particular, the importance of seeking out primary research papers became more and more important as the study progressed. This pursuit, in particular, helped the researcher to understand the process of knowledge creation (Hart, 2007). This research experience has provided what the researcher can only describe as a ‘holistic strengthening of character’ at many levels – intellectual, educational, social and personal. The consequential sense of achievement and empowerment is gratifying, and leaves the researcher deeply indebted to DIT (the researcher’s employer, which sponsored his studies) and society in general, for granting him the opportunity to realise his ambition.

The researcher has learned many skills within the time frame of this study, particularly in the area of data analysis. As his primary degree studies focused on research to a minimal extent, the 12 months spent analysing the data gathered from his quantitative survey for this study was most demanding, yet hugely rewarding. It commenced with the extensive use of Excel. Subsequently (for much of the latter part of the study), SPSS was used, in particular for the purpose of cross-referencing the results. This was not only informative, but also an enjoyable statistical exercise and a welcome break from working in the narrative format. By the end of the project, the researcher could recognise (by considering the results of the survey and re-reading his literature review) the scope for further study on the topic from a variety of angles (as discussed in Section 4.16, above). To conclude, this work has been extremely beneficial for, and insightful

to, the researcher, and it is his wish to impart this knowledge through different media, in the short, medium and long term.

It is important to highlight here, also, the characteristics of this thesis, as expected for the award of a Master of Philosophy (MPhil). These include a keen understanding of the topic of PM, as informed by previous academic and published work, and an awareness of current problems regarding PM and any new insights gained. By June 2007, having completed the literature review of the topic, he successfully proposed his primary research model, including methodology, to the Annual Evaluation Panel. At the subsequent data analysis stage, new research tools and techniques were used and new skills learnt. These skills are set to act at a variety of professional levels and, as yet, ill-defined contexts beyond this study. In any case, the confidence gained by the researcher in this area allowed him to articulate his findings in Chapter 5 of this study. A further skillset learned involved detailing all of the references on Endnote Web. This provides users with a basic research and formatting solution. Users can manage references and create bibliographies by collecting references from online sources. References are stored online, and can be shared with other Endnote Web users. It further allows the researcher to access his/her references from any computer offering internet access.

Further skills and confidence acquired have been through the researcher's membership of his employer's Joint Implementation and Monitoring Group (JIMG) of PMDS. Proactive, continuing academic development includes presenting papers to the IAM (Appendix XX, XXI) and becoming a member of this Academy, as well as that of the Irish Association of Industrial Relations (IAIR). He also had a paper accepted by the International Association of Cross-Cultural Management (IACCM) (Appendix XXIII), Vienna, Austria, in 2015 and has written a paper for the 2016 Cross-Cultural Business Conference (CCBC) (Appendix XXIV), Steyr, Austria and is currently writing a paper

for the IAM conference which is being held this year in Dublin. The researcher has also co-authored an article with his supervisor, Dr Gerard McMahon, for People Focus, the journal of CIPD, Dublin (Appendix XXV). He also continues to attend evening seminars organised by the CIPD. Since the end of his primary research, the researcher has continued to read widely on his chosen topic of PM and HRM issues and management topics in general. This is evident by reference in this body of work to various studies carried out up to 2015. This reading has allowed him to scrutinise and reflect on social norms and relationships regarding PM practice in Ireland, across both sectors.

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Appendices

Appendix I: Description of mechanisms/schemes and features used in performance management and their strengths and weaknesses

<i>Mechanism</i>	<i>Description</i>	<i>Strengths</i>	<i>Weaknesses</i>
Rating	Identify on a scale to what degree relevant characteristics are possessed by the appraisee re job-related behaviour or personality, e.g. work performance, quality, customer relations, initiative, co-operation, knowledge of job using alphabetic or numerical scale	Quick, easy to use. Adaptable to variety of jobs. Concentrates on feedback v. personality. Can be used for developmental and/or reward (PRP).	Subjectivity/ bias-overcome by using alphabetic scale. Possible inconsistency of Ratings. Prone to positive skewing'.
Weighted' Check list Rating Scale	Assign a weighting to each descriptive statement relevant to successful performance ; mark and corresponding weights are then totalled for a final score.	Quick, easy to use adaptable to variety of jobs. Concentrates on feedback v. personality. Can be used for developmental and/or reward (PRP).	Subjectivity/ bias-overcome by using alphabetic scale. Possible inconsistency of ratings. Also prone to 'positive skewing'.
Paired Comparison	Two workers compared at a time; decision is made on which person is superior; results in a final ranking order for the entire group Origins in studies by W C Scott	Easy to use and understand.	Highly subjective with much potential for bias.
Critical Incident	Observes incidence of good and bad performance; observations used as a basis for judging and accessing or discussing performance; requires good observation skills.	Easy to administer.	Time consuming (Gunnigle and Flood, 1997).

<i>Mechanism</i>	<i>Description</i>	<i>Strengths</i>	<i>Weaknesses</i>
Forced Distribution (FD)	<p>Performance rating received but also assigned to percentage category according to a predetermined distribution, e.g. 10% of staff are 'best performers', 20% are 'above average performers', etc.</p> <p>Distributions can be directed by e.g. quality or quantity of work carried out.</p> <p>Can be linked to pay, where defined budget available for distribution</p>	<p>Restricts scope for bias.</p> <p>Appears a natural way to judge and compare people.</p>	<p>Subjectivity- considerable potential for bias.</p> <p>Only relevant to large work groups.</p> <p>Use of the word 'average' de-motivational.</p>
Forced Choice Technique	<p>Choice between positive and negative descriptions - no average; weights assigned to each description</p>	<p>Advantage over FD re no 'average'.</p>	<p>Subjective- choice of descriptions designed to appear equally favourable or unfavourable, when in fact they are not.</p> <p>Can prove difficult to relate observed behaviour to specific statements.</p>
Objective-setting and review	<p>Variation on rating scales; can include up to six paragraphed performance dimensions such as teamwork; emphasis on behaviour rather than trait/personality; origins in MBO (Drucker, 1994).</p> <p>Specific objective: improvement in performance; can link individual's performance to that of Department or team</p> <p>Emphasis on SMART mnemonic: Specific, Measured, Agreed, Realistic, and Time-bound objectives</p>	<p>By linking objectives, everyone on team knows their role; Beneficial for goal-setting, provided objective feedback is given.</p> <p>Open style of management that motivates the workforce.</p>	<p>Time-consuming re identify the SMART objectives.</p> <p>Objectives can be difficult to agree upon amongst staff. Line managers may only focus on short- term results</p> <p>Agreed objectives may be irrelevant by next appraisal meeting.</p>

<i>Mechanism</i>	<i>Description</i>	<i>Strengths</i>	<i>Weaknesses</i>
Competency and/or Assessment Centres	<p>Competencies can include:</p> <p>Interpersonal skills & comm skills; teamwork; drive; analysis and people orientation.</p> <p>Key competencies re 'high performance can be built into selection, training & development systems.</p> <p>Use of assessment centres can include interviews, tests and simulations; measuring observable behaviours, etc to successfully do the job; can be pay-related.</p>	<p>Pays direct attention to improving the skills of the individual.</p> <p>Helps individual recognise strengths and weaknesses.</p> <p>Assessments a proven predictor of future performance or success.</p>	<p>Use of assessment centres can be costly.</p> <p>Emphasis on development rather than actual appraisal.</p>
Self-Appraisal (incl PDP)	<p>Individuals evaluate themselves; formulate a Personal Development Plan (PDP).</p> <p>Can lead individual to greater commitment & intent to remain within the organisation (Miller, 2001).</p>	<p>Individual takes responsibility for assessment.</p> <p>No longer a passive participant of line managers' judgement.</p> <p>Leads to more productive & constructive dialogue.</p>	<p>Vulnerable to self-leniency especially if linked to pay or other reward-related purposes.</p>
Peer Appraisal	<p>Staff member assesses their work colleague.</p> <p>May take the form of a combination of mechanisms, e.g. rating and ranking.</p> <p>Raters may or may not be identified.</p> <p>Can combine with ratings of manager and customer. (Drexler <i>et al.</i>, 2001)</p>	<p>Potentially most accurate.</p> <p>Ratings adjudged to be reliable and valid.</p>	<p>Assessments may be personalised.</p> <p>Ratings may be lenient, notably if reward related.</p> <p>Time consuming and costly re number of people involved.</p>

<i>Mechanism</i>	<i>Description</i>	<i>Strengths</i>	<i>Weaknesses</i>
Upward or Subordinate Appraisal	Subordinate or 180 degree appraisal. Can take the form of questionnaire, completed anonymously.	They can observe behaviours different to their supervisors own boss. Average rating likely to be more reliable than a single appraisal source. Satisfaction with the whole PM process amongst staff correlates with presence of this mechanism (Miller, 2001).	Time consuming. Bias against/towards supervisor. Supervisor may feel defensive about receiving this form of feedback. Appraisee may fear reprisal.
Customer Appraisal	Features in service industry, e.g. retail, hotel/catering & field sales, including telesales; can be pay-related. Customer care now one of the top criteria for measuring performance in the UK (CIPD, 2004).	Enhanced when combined with self, peer and upward appraisal. Focuses agenda on improving customer service.	Subjective. Feedback may be dishonest.
360 Degree Appraisal	A multi-source assessment or multi-rater feedback from superior, peer, subordinate and customers. Can be used to aid learning and development, succession planning and pay decisions.	Can increase and enhance self-awareness of the individual. - Thus a foundation block for management development.	Problems may arise if feedback is not frank or honest. Can be stressful giving and receiving such feedback. Problems too if no follow through on feedback, too much paperwork and over reliance on technology (Armstrong & Baron, 2003)

<i>Mechanism</i>	<i>Description</i>	<i>Strengths</i>	<i>Weaknesses</i>
Balanced Scorecard	<p>Introduced as a link to strategic management. (Kaplan & Norton, 1992). Managers want a balanced presentation of both financial and operational measures. Enables an organisation to link its financial budgets with its strategic goals. Non-financial measures can include customer service factors; market performance and goal achievement (Strivers & Joyce, 2000)</p>	<p>In line with the holistic approach of PM, linking corporate, business unit, team and individual objectives. It identifies and narrows down the real drivers of an organisations' business (Wheatley, 1996 cited in Armstrong & Baron, 2003).</p>	<p>Will fail if the strategy is not clearly communicated to all staff. A complex structure will make it ineffective. Lack of key support from senior management creates weakness in the chain (US Benchmarking study, 1999, cited in American Productivity & Quality Centre, 2000).</p>
Team Development Plan (TDP)	<p>This feature is appropriate where a wide variety of teams provide a service in a sector that is very complex and requires considerable inter-dependency between members. Work of one team will often interface and impact work of another team (HSE, 2003).</p>	<p>Very useful where members are from different professional groups/ staff categories.</p>	<p>Decreases focus on one-to-one discussion between line manager and the individual.</p>
Performance related Pay (PRP)	<p>A feature of many PMSs, mainly in the private sector. Involves the explicit link of financial reward to individual, group or organisation performance.</p>	<p>An effective motivator when it conveys a clear message to employees that their employer believes in and requires a high level of performance from all its workforce.</p>	<p>However, PRP schemes, in instances, demotivated 10 in every 1 employee motivated... Costly and inflationary. Can also adversely interfere with team spirit and morale. No evident correlation between use of PRP and organisational success. Frequent criticism in this regard is absence of an objective measurement system.</p>

Reference: McMahon and Gunnigle, (1994), unless otherwise stated

Appendix II: Cover letter for pilot questionnaire and the pilot questionnaire

Phone No: 087 -754 55 93

Email Address: kevin.corbett@dit.ie

9 Giltspur Wood

Bray

Co Wicklow

19th September 2006

National Survey on Performance Management Practice in the Republic of Ireland 2006

Dear

I am undertaking a Masters of Philosophy (MPhil) by Research by part-time study at the Dublin Institute of Technology (DIT), Aungier St. My study concerns Performance Management practice in the Republic of Ireland.

In part fulfilment of this qualification, I am conducting the above survey. My four main areas of interest are the incidence, objectives, mechanisms and effectiveness of the performance management process.

This survey is the first of its kind to be carried out in the Republic of Ireland as it will offer a contemporaneous view of its practice in both the private **and** public sector, hence the importance of why your completion and return of this questionnaire is so vital.

You have the choice of completing the questionnaire online **OR** by return post in the stamped addressed envelope provided. If you would like to do so online, please access the survey from <http://ltt.dit/survey>.

Your response will be treated in the **strictest confidence** and I should be most grateful if you could complete this questionnaire and return before:

Friday 6th October 2006

A summary of the results of this survey will be sent to you on completion of my studies.

Thank you in anticipation of your co-operation.

Yours sincerely

Kevin Corbett BSc (HRM) Chartered MCIPD

Pilot Questionnaire 2006

Section A — Demographic Data

1. What is the ownership status of your organisation?

(tick one response only)

Foreign Multinational Head Quarters		Foreign Multinational Subsidiary		Irish Multinational	
Irish Privately Owned		Irish Publicly Quoted		Public Sector	
Semi-State					

2. If your organisation is foreign owned, what is its country/region of ownership?

(tick one response only)

USA		UK		EU (other than UK)	
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Other *(please specify)*:

3. If your organisation is in the public sector, which one of the following categories does it belong?

(tick one response only)

Civil Service		Education		Local Authority		Health Service Executive (HSE)	
---------------	--	-----------	--	-----------------	--	-----------------------------------	--

Other *(please specify)*:

4. If your organisation is in the private sector, which one of the following categories does it belong? *(tick one response only)*

Agriculture/Food		Financial Services	
Catering/Hospitality		Pharmaceutical/Chemical	
Construction		Engineering	
Electronics/Telecommunications		Retail	
Other Manufacturing		Transport/Distribution	

Other *(please specify)*:

5. In total, approximately how many people, in all capacities, are employed by your organisation?

(tick one box only)

50-100		101-499		499-999		>1,000	
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Section B — Background to and the incidence and nature of your organisations current performance management arrangements

6. Approximately, what percentage of your organisation is unionised?

(tick one response only)

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

7. Does your organisation operate formal performance-management processes, i.e. where individual, team and organisational objectives are linked, appraised with a strong emphasis on training and development, for any category of staff?

(tick one response only)

Yes		No	
-----	--	----	--

(“Yes” proceed to Questions 8 & 9; “No” proceed to Questions 10 to12)

8. Approximately, what percentage of the following groups of employees is covered under this process?

(tick one response only)

	%	0	10	20	30	40	50	60	70	80	90	100
Senior managers												
Line managers/team leaders												
Skilled/technical/clerical												
Manual/blue-collar												

9. Do the performance management processes in your organisation operate differently between the above groups?

(tick one response only)

Yes		No	
-----	--	----	--

(Proceed to Question 13)

10. Did your organisation have a performance-management /appraisal process for any employee category at any time in the last 10 years?

(tick one response only)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't Know	<input type="checkbox"/>
-----	--------------------------	----	--------------------------	------------	--------------------------

11. If 'Yes', please indicate if you agree any of the following was a reason for abandoning the process:

(tick one response only for each reason listed)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Did not Achieve Objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Commitment from Line Managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too Costly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too Time Consuming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other *(please specify):*

12. Have you any plans to introduce a formal performance management process within the next two years?

(tick one response only)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't Know	<input type="checkbox"/>
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Please continue only if you do operate formal performance management processes.

If you do not, please return this to the sender as soon as possible.

13. If your organisation is unionised, were current performance-management arrangements agreed with the union(s)?

(tick one response only)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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14. What was the attitude of the union(s) to its introduction?

(tick one response only)

Very Positive		Positive		Neutral		Negative		Very Negative	
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Please add any comment to your answer if you wish to do so:

15. Are the current performance-management arrangements:

(tick one response only)

A new system		A development of an older system	
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16. How long did it take to develop the current system?

(tick one response only)

< 1 year		1-2 years		> 2 years	
----------	--	-----------	--	-----------	--

17. Did the following participate in the development and design of the system?

	Yes	No	Not Applicable
All Staff			
Senior Managers			
Line Managers/Team Leaders			
Trade Union Officials			
Staff Representatives			
HR Staff			

Other *(please specify)*: _____

18. Do the following categories of staff receive training in performance-management techniques?

	Yes	No
Senior Management		
Line Managers/Team Leaders		
HR Staff		
Skilled/Technical/Clerical		
Manual/Blue Collar		

19. Who sets the performance requirements for individuals?

(Please tick as many boxes as appropriate.)

Senior managers	<input type="checkbox"/>	Line managers/team leaders	<input type="checkbox"/>	HR department	<input type="checkbox"/>
-----------------	--------------------------	----------------------------	--------------------------	---------------	--------------------------

Other *(please specify)*: _____

20. Is there an appeals mechanism which ensures the resolution of any grievances arising from individual performance & development review meetings?

(tick one response only)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

If 'Yes', please specify how this mechanism is structured:

Section C – Objectives of the process

21. What are the objectives of the performance management processes for your organisation?

(Please rank in order of importance, with 1 being the most important)

Agree key work objectives	
Aid salary review	
Assess promotion/potential	
Assist HR decisions	
Career counselling	
Identify training & development needs	
Improve communications	
Improve future performance	
Provide feedback on performance	
Secure feedback on supervisory/managerial effectiveness	
Strengthen commitment & motivation	

Other *(please specify):*

Section D- Mechanisms and Effectiveness of the Process

22. Please indicate which of the following mechanisms or features of performance management processes are used by your organisation and how effective you believe these to be in achieving the above objectives.

(tick one level of effectiveness response only per feature used)

	Are Used	Very Effective	Mostly Effective	Partly Effective	Not Effective
Annual appraisal					
Twice-yearly (bi-annual) appraisal					
Rolling appraisal					
Self-appraisal					
Peer appraisal					
Subordinate feedback					
Customer Appraisal					
360-degree appraisal					
Performance related Pay (PRP)					
Personal development plan (PDP)					
Team development plan (TDP)					
Balanced Scorecards					
Objective setting and review					
Competency assessment					
Rating Scale					
Ranking					
Paired Comparison					
Forced Distribution					
Descriptive Essay					
Critical Incident					
Career management and/or succession planning					
Coaching and/or mentoring					

23. Which of the following factors do you believe inhibit the effectiveness of your organisations performance management processes?

(Please rank in order of importance, with 1 being the most important)

Failure to review/monitor system	
Lack of follow-up	
Lack of managerial support	
Lack of staff support	
Lack of training for Line Managers	
Link with pay rise	
Subjectivity/bias in appraisal	
Too much paperwork	

Other (*please specify*):

24. Is your organisation proposing to make any changes to its performance management arrangements over the next 12 months to increase its effectiveness?

(tick one response only)

Yes		No		Don't know	
-----	--	----	--	------------	--

If 'Yes', please specify what these arrangements are:

25. Does your organisation have a formal system for evaluating the effectiveness of its performance management arrangements?

(tick one response only)

Yes		No	
-----	--	----	--

26. If 'Yes', what method is used?

(tick one response only)

Attitude Surveys		Focus groups/Workshops		Formal Written Feedback	
Formal Verbal Feedback		Combination of all/some of the above			

Other (please specify) _____

27. In general, how effective have your organisation's performance-management processes proved in improving overall performance?

(tick one response only)

Very effective	<input type="checkbox"/>
Moderately effective	<input type="checkbox"/>
Effective	<input type="checkbox"/>
Ineffective	<input type="checkbox"/>
Don't Know	<input type="checkbox"/>

28. As part of this research a visit is planned by the researcher to a number of organisations to discuss their performance management arrangements in more depth.

Would you be prepared to take part in these follow-up discussions?

(tick one response only)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

If 'Yes' please supply a contact name and/or email address:

Appendix III: 'Pre' Letter for Questionnaire

Phone No: 087 -7545593

9 Giltspur Wood

Email Address: kevin.corbett@dit.ie

Bray

Co Wicklow

28th September 2007

Ref No:

National Survey on Performance Management Practice in the Republic of Ireland 2007

Dear

I am undertaking a Masters of Philosophy (MPhil) Degree at the Dublin Institute of Technology on Performance Management practice in the Republic of Ireland.

In part fulfilment this qualification I shall be conducting a survey on the topic. My four main areas of interest are the incidence, objectives, mechanisms and effectiveness of performance management processes.

This survey is the first to be carried out in the Republic of Ireland. I will be forwarding a self-administered questionnaire to you within the next 10 days to enable you to take part in this survey.

You will have the choice of completing the questionnaire online **OR** by return post in a stamp addressed envelope to be provided. Your response will be treated in the **strictest confidence**. Should you have any queries in the meantime, please do not hesitate to contact me at the above telephone number or email address.

A summary of the results of the survey will be sent to you on completion of my studies.

Thank you in anticipation of your co-operation.

Yours sincerely

Kevin Corbett, BSc (HRM), Chartered MCIPD

Appendix IV: Cover letters sent with questionnaire (9th November 2007, 5th December 2007 and 7th February 2008) and Questionnaire

Phone No: 087 -754 55 93

Email Address: kevin.corbett@dit.ie

9 Giltspur Wood

Bray

Co Wicklow

9th November 2007

Ref No:

National Survey on Performance Management Practice in the Republic of Ireland 2007

Dear

I am undertaking a Masters of Philosophy (MPhil) Degree at the Dublin Institute of Technology. In part fulfilment of this qualification I am conducting a survey on Performance Management practice in the Republic of Ireland. My four main areas of interest are the incidence, objectives, mechanisms and effectiveness of performance management processes.

This survey is the first to be carried out in the Republic of Ireland, hence the value of your co-operation in completing this questionnaire. You have the choice of completing the questionnaire online **OR** by return post in the stamp addressed envelope provided. If you would like to do complete the questionnaire online, please access the survey on <http://ltt.dit.ie/survey>

Your response will be treated in the **strictest confidence**.

Should you have any queries please do not hesitate to contact me at the above telephone number or email address.

I should be most grateful if you could complete this questionnaire and return before:

Friday 23rd November 2007

A summary of the results of this survey will be sent to you on completion of my studies.

Thank you in anticipation of your co-operation.

Yours sincerely

Kevin Corbett, BSc (HRM), Chartered MCIPD

Phone No: 087 -754 55 93

Email Address: kevin.corbett@dit.ie

9 Giltspur Wood

Bray

Co Wicklow

5th December 2007

Ref No:

National Survey on Performance Management Practice in the Republic of Ireland 2007

Dear

I am undertaking a Master of Philosophy (MPhil) Degree at the Dublin Institute of Technology. In part fulfilment of this qualification I am conducting a survey on Performance Management practice in the Republic of Ireland.

I recently circulated a questionnaire to you regarding this topic. As I have not as yet received a response, I am extending the deadline for this survey as detailed below. The survey is the first to be carried out in the Republic of Ireland, hence the value of your co-operation in completing this questionnaire.

Should you decide to complete same, you have the choice of completing the questionnaire online **OR** by return post in the stamp addressed envelope already provided.

The online facility is accessible on <http://ltt.dit.ie/survey>

Your response will be treated in the **strictest confidence**.

Should you have any queries please do not hesitate to contact me at the above telephone number or email address.

I should be most grateful if you could complete this questionnaire and return by:

Friday 14th December 2007

A summary of the results of this survey will be sent to you on completion of my studies.

Thank you in anticipation of your co-operation.

Yours sincerely

Kevin Corbett, BSc (HRM), Chartered MCIPD

Phone No: 087 -754 55 93

Email Address: kevin.corbett@dit.ie

9 Giltspur Wood

Bray

Co Wicklow

7th February 2008

Ref No:

National Survey on Performance Management Practice in the Republic of Ireland
2007/08

Dear

Further to my earlier letter of November 9th and December 5th 2007, I am undertaking a Master of Philosophy (MPhil) Degree at the Dublin Institute of Technology. In part fulfilment of this qualification I am conducting a survey on Performance Management practice in the Republic of Ireland.

As I have not as yet received a response, I am extending the deadline for this survey as detailed below. My apologies for the delay in sending this second reminder letter to you, but unfortunately due a number of week's ill health I was unable to post it to you before now. The survey is the first to be carried out in the Republic of Ireland, hence the value of your co-operation in completing this questionnaire. The useable response rate is already most encouraging and your organisations' additional contribution should greatly enrich the data gathered.

Should you decide to complete same, you have the choice of completing the questionnaire online **OR** by return post in the stamp addressed envelope already provided or in the enclosed envelope.

The online facility is accessible on <http://ltt.dit.ie/survey>

Your response will be treated in the **strictest confidence**.

Should you have any queries please do not hesitate to contact me at the above telephone number or email address.

I should be most grateful if you could complete this questionnaire and return by:

Friday 22nd February 2008

A summary of the results of this survey will be sent to you on completion of my studies.

Thank you in anticipation of your co-operation.

Yours sincerely

Kevin Corbett BSc (HRM), Chartered MCIPD

Questionnaire on Performance Management Practice 2007/08

STRICTLY PRIVATE & CONFIDENTIAL

Ref No:	
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Section A

Demographic Data

1. What is the ownership status of your organisation?

(tick one response only)

MNC HQ	<input type="checkbox"/>	MNC Subsidiary	<input type="checkbox"/>	Irish Multinational	<input type="checkbox"/>
Irish Privately Owned	<input type="checkbox"/>	Irish Publicly Quoted	<input type="checkbox"/>	Public Sector	<input type="checkbox"/>

2. If your organisation is foreign owned, what is its country/region of ownership?

(tick one response only)

USA UK EU (other than UK)

Other *(please specify)*:

3. If your organisation is in the public sector, to which one of the following categories does it belong? *(tick one response only)*

Civil Service Education Local Authority HSE Semi-State

Other *(please specify)*:

4. If your organisation is in the private sector, to which one of the following categories does it belong? *(tick one response only)*

Agriculture/Food & Drink	<input type="checkbox"/>	Manufactured & Processed Goods	<input type="checkbox"/>
Business Services	<input type="checkbox"/>	Media & Telecommunications	<input type="checkbox"/>
Construction	<input type="checkbox"/>	Minerals & Raw Materials	<input type="checkbox"/>
Distribution	<input type="checkbox"/>	Tourism & Leisure	<input type="checkbox"/>
Industrial Plant	<input type="checkbox"/>	Transportation	<input type="checkbox"/>

Other (please specify):

5. Approximately, what is the total number of employees in all categories (full-time, part-time, contract, etc.) in your organisation?

(tick one response only)

50-99 100-499 500-999 1,000-4,999 5,000>

Section B

Background to Incidence and Nature of your Organisation’s Current Performance Management Arrangements

6. Is your organisation unionised?

(tick one response only)

Yes No

If ‘Yes’, approximately what percentage of each category of staff listed below are members of a union?

	N/A	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Full -time												
Part -time												
Contract												
Other												

7. Does your organisation operate formal performance management processes?

Yes No

(If “Yes”, proceed to Questions 8 to 13, “No”, proceed to Questions 14 to 16)

8. Approximately what percentage of each level of staff listed below is in this process?

	%	%	%	%	%	%	%	%	%	%	%
	0	10	20	30	40	50	60	70	80	90	100
Senior managers											
Line managers/team leaders											
Skilled/technical/clerical											
Manual/blue-collar											

9. Approximately what percentage of each category of staff is covered in this process?

	N/A	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Full- time												
Part -time												
Contract												
Other												

10. Does the process link organisation, team and individual plans?

Yes No

11. Does the process include the review and appraisal of staff performance?

Yes No

12. Does this process include one- to-one meetings between line manager and staff only or can it embrace team-based performance management also?

(tick one response only)

One-to-one Team- based One- to-one & Team-based

13. Does your organisation support the process through additional training and development for any category of staff?

Yes No

(proceed to Question 17)

14. Did your organisation have a performance management/appraisal process for any employee category at any time in the last 10 years?

(tick one response only)

Yes No Don't know

If 'Yes' please indicate what one or combination of mechanisms or schemes was used

(please tick each applicable box where more than one mechanism was used)

Mechanism /Scheme	Used
Self-appraisal	
Peer Appraisal	
Subordinate Feedback	
Customer Appraisal	
360-degree Appraisal	
Team Development Plan (TDP)	
Personal Development Plan (PDP)	
Performance Related Pay (PRP)	
Balanced Scorecard	
Objective Setting and Review	
Competency Assessment	
Rating Scale	
Ranking	
Paired Comparison	
Forced Distribution	
Descriptive Essay	
Critical Incident	

Explanatory Glossary of some of the Terms used above:

- **360 degree Appraisal:** Combination of Self, Peer, Subordinate and Customer Appraisal.
- **TDP:** Team Development Plan agreed with Line Manager.
- **PDP:** Personal Plan agreed by individual with Line Manager that cascades from TDP.
- **PRP:** Can take various forms, e.g. individual, team, bonus, competence-related, contribution related, etc.
- **Balanced Score-card:** Links financial and operational measures to achieve organisations strategic goals.
- **Competency assessment:** Involves assessments that generally include interviews, tests and simulations. Tests carried out by trained assessors.
- **Rating Scale:** Rating of staff member on scale from, e.g. 1-10.
- **Ranking:** Ranking staff in order of level of performance.
- **Paired Comparison:** Comparing work performance of two work colleagues working together on same job/project.
- **Forced Distribution:** Percentage rating in categories e.g. Best, Above Average, Average, etc.
- **Descriptive Essay:** Free- form essay of opinion written by Line Manager.
- **Critical Incident:** Observing staff member at work on particular task.

15. Please indicate if you agree if any of the following was a reason for abandoning the process:

(tick one response only for each reason listed)

	Strongly Agree	Agree	Disagree	Strongly Disagree
Did not achieve objectives				
Lack of commitment from line managers				
Too costly				
Too time consuming				
Other <i>(please specify):</i>				

16. Have you any plans to introduce a formal performance management process within the next two years?

(tick one response only)

Yes No Don't know

Please continue only if you DO operate formal performance management processes.

If you do NOT, please return this to the sender as soon as possible.

17. If your organisation is unionised, were current performance management arrangements agreed with the union(s)?

(tick one response only)

Yes No

18. What was the attitude of the union(s) to its introduction?

(tick one response only)

Very positive Positive Neutral Negative Very negative

Please add any comment to your answer if you wish to do so:

19. Are the current performance management arrangements:

(tick one response only)

New system Development of an older system

20. How long did it take to develop the current process?

(tick one response only)

< 1 year 1-2 years > 2 years

21. Did the following contribute to the development and design of the process?

(Please tick as many boxes as appropriate)

	Yes	No	N/A
All Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior Managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Line Managers/Team Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade Union Officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Representatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other *(please specify)*: _____

22. Was this contribution made through partnership principles, i.e. as first outlined and promoted by the Irish government in the Partnership 2000 agreement?

Yes No Don't know

23. Approximately what percentage of each level of staff receives training in performance management techniques?

(Please tick one box per row as appropriate)

	%	%	%	%	%	%	%	%	%	%	
	0	10	20	30	40	50	60	70	80	90	100
Senior managers											
Line managers/team leaders											
Skilled/technical/clerical											
Manual/blue-collar											

24. Is there an appeals mechanism which ensures the resolution of any grievances arising from individual/team performance & development review meetings?

(tick one response only)

Yes No

If 'Yes', please specify how this mechanism is structured:

Section C

Objectives of the Process

25. What are the objectives of the performance management processes for your organisation?

*(Please **RANK**, in numerical order of importance, with **1** being the most important)*

Agree key work objectives	<input type="text"/>
Aid salary review	<input type="text"/>
Assess promotion/potential	<input type="text"/>
Assist HR decisions	<input type="text"/>
Career counselling	<input type="text"/>
Determine bonus payment	<input type="text"/>
Identify training & development needs	<input type="text"/>
Improve communications	<input type="text"/>
Improve future performance	<input type="text"/>
Provide feedback on performance	<input type="text"/>
Secure feedback on supervisory/managerial effectiveness	<input type="text"/>
Strengthen commitment & motivation	<input type="text"/>

Other *(please specify)*:

Section D

Mechanisms and Effectiveness of the Process

26. How often are staff appraised in your organisation?

(tick one response only)

Annually Bi-annually Rolling

27. Is the appraisal form used by your organisation:

(tick one response only)

Paper based Online based Both paper & online based

28. Please indicate which one or combination of the following mechanisms or schemes in the performance management process are used by your organisation to appraise your staff.

(Please tick each applicable box where more than one mechanism is used)

Also, please indicate how effective you believe these are in achieving the above objectives.

*(tick **ONE** level of effectiveness response only per feature used)*

	Are Used	Very Effective	Mostly Effective	Partly Effective	Not Effective
Self-appraisal					
Peer Appraisal					
Subordinate Feedback					
Customer Appraisal					
360-degree Appraisal					
Team Development Plan (TDP)					
Personal Development Plan (PDP)					
Performance Related Pay (PRP)					
Balanced Score -card					
Objective Setting and Review					
Competency Assessment					
Rating Scale					
Ranking					
Paired Comparison					
Forced Distribution					
Descriptive Essay					
Critical Incident					

Explanatory Glossary of some of the Terms used above:

- **360 degree Appraisal:** Combination of Self, Peer, Subordinate and Customer Appraisal.
- **TDP:** Team Development plan agreed with line manager.
- **PDP:** Personal Plan agreed by individual with line manager that cascades from TDP.
- **PRP:** Can take various forms, e.g. individual, team, bonus, competence-related, contribution related, etc.
- **Balanced Score-card:** Links financial and operational measures to achieve organisations' strategic goals.
- **Competency assessment:** Involves assessments that generally include interviews, tests and simulations. Tests carried out by trained assessors.
- **Rating Scale:** Rating of staff member on scale from, e.g. 1-10.
- **Ranking:** Ranking staff in order of level of performance.
- **Paired Comparison:** Comparing work performance of two work colleagues working together on same job/project.
- **Forced Distribution:** Percentage rating in categories, e.g. Best, Above Average, Average, etc.
- **Descriptive Essay:** Free- form essay of opinion written by line manager.
- **Critical Incident:** Observing staff member at work on particular task

29. Which of the following factors inhibit the effectiveness of your organisation's performance management processes?

*(Please **RANK**, in numerical order of importance, with **1** being the most important)*

- | | |
|------------------------------------|--------------------------|
| Failure to review/monitor system | <input type="checkbox"/> |
| Lack of follow-up | <input type="checkbox"/> |
| Lack of managerial support | <input type="checkbox"/> |
| Lack of staff support | <input type="checkbox"/> |
| Lack of training for line managers | <input type="checkbox"/> |
| Link with pay rise | <input type="checkbox"/> |
| Subjectivity/bias in appraisal | <input type="checkbox"/> |
| Too much paperwork | <input type="checkbox"/> |

Other *(please specify)*:

30. Is your organisation proposing to make any changes to its performance management arrangements over the next 12 months to increase its effectiveness?

(tick one response only)

Yes No Don't know

If 'Yes', please specify what these arrangements are:

31. Does your organisation have a formal system for evaluating the effectiveness of its performance management arrangements?

(tick one response only)

Yes No

If 'Yes' what method is used?

(tick one response only)

- | | |
|--------------------------------------|--------------------------|
| Attitude surveys | <input type="checkbox"/> |
| Focus groups/workshops | <input type="checkbox"/> |
| Formal written feedback | <input type="checkbox"/> |
| Formal verbal feedback | <input type="checkbox"/> |
| HR quality review group | <input type="checkbox"/> |
| Combination of all/some of the above | <input type="checkbox"/> |

Other *(please specify)*: _____

32. In general, how effective has your organisation's performance management process been in improving overall performance?

(tick one response only)

Very effective	<input type="checkbox"/>
Effective	<input type="checkbox"/>
Moderately effective	<input type="checkbox"/>
Ineffective	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Thank you for completing this questionnaire.

A summary of the results of this survey will be forwarded to you on completion of my studies.

Please return in the enclosed addressed envelope or the SAE already provided by:

FRIDAY 22nd FEBRUARY 2008

**Appendix V: Letter sent to all respondents on 20th October 2012,
as requested by DIT Research Ethics Committee (REC)**

93 Priory Lodge
St Raphael's Manor
Celbridge
Co Kildare
20th October 2012

RE: National Survey on Performance Management Practice in Ireland, 2007/08

Dear

I am writing to you as one of over 200 respondents to my survey as referenced above.

I am, as you may recall, a postgraduate student of the Dublin Institute of Technology (DIT) Aungier St and am in the closing stages of writing up my primary research.

With reference to same, DIT's Research Ethics Committee (REC) has requested me to provide you a final opportunity to opt-out from the study and not have your data included in the analysis. *If I have not heard from you by Monday 22nd October 2012, this will be considered implied consent to include your data in this study.*

Please note also, that the data gathered from this study is permanently secure, your replies have remained and will remain anonymous and the research findings will be available on DIT's Arrow@dit database. This is a database of publications and research by staff and students of DIT.

Finally, may I thank you most sincerely for taking part in my survey and I will, as promised, forward you a summary of my findings in due course.

Yours sincerely

Kevin Corbett BSc (HRM), Chartered MCIPD

Appendix VI: List of Abbreviations

ACAS: Advisory, Conciliation and Arbitration Service

AGSI: Association of Garda Sergeants and Inspectors

AMA: American Management Association

APO: Assistant Principal Officer

APQC: American Productivity and Quality Centre

ASTD: American Society for Training and Development

BARS: Behaviour-anchored rating scales

BBS: Bachelor of Business Studies

BIM: Bord Iascaigh Mhara

BLS: Bureau of Labour Statistics

BLU: Berkley Lecky Usher Library

BNM: Bord na Mona

BSC: Balanced scorecard

CCBC: Cross-Cultural Business Conference

C&AG: Comptroller and auditor general

CEO: Chief executive officer

CIPD: Chartered Institute of Personnel & Development (formerly known as the Institute of Personnel and Development (IPD) and the Institute of Personnel Management (IPM))

CISC: Centre for Innovation and Structural Change

CPMR: Committee for Public Management Research

CRO: Companies Registration Office

CSO: Central Statistics Office

CVCP: Committee of Vice-Chancellors and Principals

DBG: Delivering Better Government

DCU LINK: Dublin City University Learning, Innovation and Knowledge Research Centre

DIT: Dublin Institute of Technology

DIT REC: Dublin Institute of Technology Research Ethics Committee

EBSCO: Elton B. Stephens Company Publishing

ECB: European Central Bank

EEC: European Economic Community

EMEA: Europe, the Middle East and Africa

EO: Executive Officer

ERIC: Education Resources Information Centre

ESB: Electricity Supply Board (now Electric Ireland)

ESS: European Social Survey

ETB: Education & Training Board

ETUI: European Trade Union Institute

EU: European Union

EUA: European University Association

FDI: Foreign direct investment

FOI: Freedom of information

HEO: Higher executive officer

HOA: Head of administration

HPLC/MS: High-performance liquid chromatography/mass spectrometry

HPWS: High performance work systems

HQ: Headquarters

HR: Human resources

HRA: Haddington Road Agreement

HRD: Human resource development

HRI: Hellenic Resources Institute

HRM: Human resource management

HR PPR: Human Resource Performance Planning Review

HSA: Health and Safety Authority

HSE: Health Service Executive

HSE-EA: Health Service Executive-Employers Agency

HSE PMCC: Health Service Executive Performance Monitoring and Control Committee

IAA: Irish Aviation Authority

IACCM: International Association of Cross-Cultural Competence & Management

IAM: Irish Academy of Management

IAIR: Irish Association for Industrial Relations

IBEC: Irish Business Employers' Confederation

IDA: Industrial Development Authority

IDS: Income Data Services

ILAC: Irish Life Assurance Company

IMI: Irish Management Institute

IMPACT: Irish Municipal Public & Civil Trade Union

IOT: Institute of technology

IOTI: Institutes of Technology Ireland

IPA: Institute of Public Administration

IPPN: Irish Primary Principals Network

IR: Industrial relations

IRS: Industrial Relations Service

ISAD: Irish State Administration Database

ISME: Irish Small/Medium Enterprises

IT: Information technology

ITGWU: Irish Transport and General Workers Union

KPI: Key performance indicators

LGMSB: Local Government Management Services Board

LOG: Largest Occupational Group

LP: Liquid petroleum

LRA: Lansdowne Road Agreement

LRC: Labour Relations Commission

LRP: Labour Research Department

LTT: Learning and technology team

MBO: Management by objectives

MBS: Master of Business Studies

MD: Managing director

MNC: Multinational Company

NCPP: National Centre for Partnership and Performance

NCSSB: Non-commercial semi-state body

NESC: National Economic and Social Council

NHS: National Health Service

NIHE: National Institute for Higher Education, Limerick (now the University of Limerick)

NPF: National Partnership Forum

NPM: New public management

NSP: National Service Plan (for the HSE)

NUI: National University of Ireland

OD: Organisational development

OECD: Organisation for Economic Co-operation & Development

PA: Performance appraisal

PALF: Performance, accountability and learning framework

PCW: Programme for Competitiveness and Work

PDP: Personal Development Plan

PIP: Performance Improvement Plan

plc: Public limited company

PM: Performance management

PMCC: Performance Monitoring and Control Committee (in the HSE)

PMDS: Performance Management Development System

PMS: Performance Management System

PNR: Programme for National Recovery

PO: Principal Officer

PR: Performance report

PRP: Performance-related pay

PRSTV: Proportional representation by single transferable vote

PSA: Public Service Agreement (Croke Park)

PSEU: Public Services Executive Union

PwC: Pricewaterhouse Cooper

Q2: Second quarter

REC: Research Ethics Committee

ROI: Return on investment

SAM: Society for Advancement of Management

SHRM: Society of Human Resource Management

SIPTU: Services, Industrial Professional & Technical Union (formerly the ITGWU)

SMART: Smart, measurable, agreed/achievable, realistic/relevant and time-bound objectives

SMI: Strategic Management Initiative

SNA: Special needs assistants

SP: Sustaining progress

SPSS: Statistical Package for Social Sciences

TCD: Trinity College Dublin

TDP: Team Development Plan

TPS: Transforming public services

TQM: Total quality management

TUC: Trade Union Council

TUI: Teachers Union of Ireland

UCC: University College Cork

UCD: University College Dublin

UK: United Kingdom

UL: University of Limerick

USA: United States of America

VEC: Vocational Education Committee

Appendix VII: Glossary of Terms

Appraisal: the assessment of the performance of an individual by his/her line manager.

Appraiser: the role played by the line manager in appraising staff.

Annual appraisal: appraisal of staff once per year.

Bi-annual appraisal: twice-yearly appraisal.

Business plan: a detailed plan setting out the objectives of a business over a stated period, often three, five or 10 years. It can also be a forecast of the activity, volumes and cash flows relating to a specific project within an organisation.

Delivering Better Government (DGB) (1996): This expanded on the work done by the SMI, advocating the introduction of a new approach to HRM in the Irish civil service.

Development and Review Meeting: recommended re-titling of appraisal interview.

Globalisation: the process by which the world economy has become dominated by powerful multinational enterprises operating across national and geographical barriers. This has affected the ability of national governments to order their own economic affairs, especially in the face of MNCs easily moving their operations from one country to another. This is carried out to take advantage of factors such as lower labour costs.

GovStat: Inspired by the early success of its health services reporting tool, called [Healthstat](#), the government proposes to roll out a wider ‘GovStat’ initiative in 2012 to publish government services’ performance information for public access online.

HealthStat: Each year, over 100,000 HSE staff deliver health and social care services costing over €13 billion. Everyone living in Ireland will use a HSE service at least once every year; however, to evaluate, and ultimately improve, those services, the HSE needs to accurately measure how effectively they are working.

Human resource management (HRM): emerged in the late 1980s as an integrated, strategic approach to managing people in the workplace. It seeks to achieve individual behaviour and performance that will enhance an organisation’s effectiveness. In treating people as assets, HRM aims to obtain higher levels of contribution from them via human resource development (HRD) and reward management. The commitment of the workforce to the objectives and values of the organisation is thus required, usually through communication (with TU officers or lay representatives, where there is no union presence) and developing a strong corporate culture expressed in mission and value statements.

Institutes of Technology: third-level institutes in Ireland (there are 14 in total, with the largest being Dublin Institute of Technology).

Management by objectives (MBO): a system of objectives designed by Drucker (1954), initially for managers within an organisation, that was to inspire further developments in managing performance for all staff within organisations.

Mission statement: a statement that encapsulates the overriding purpose and objectives of an organisation. It is used to communicate this purpose to all stakeholder groups, both internal and external, and to guide employees in their contribution towards achieving it.

National Partnership Forum: a non-statutory consultative group established across the membership of the public sector on foot of the provisions of Partnership 2000, the national agreement on social partnership then in place. Membership was drawn from management and unions at national level to oversee the implementation of partnership structures in each component of the public sector.

National University of Ireland (NUI): the constituent governing body of five of the Universities in Ireland: University College Dublin (UCD); University College Cork (UCC); National University of Ireland, Galway (UCG); National University of Ireland, Maynooth (NUIM); and the Royal College of Surgeons in Ireland (RSCI).

Partnership 2000 for Inclusion, Employment and Competitiveness (P2000, 1997-2000): national agreement on social partnership between Irish government, employers, trade unions and the socially marginalised, which included the creation of PMDS for the public sector.

Performance management: a process which contributes to the effective management of individuals and teams in order to achieve high levels of organisational performance. As such, it enables a shared understanding about what is to be achieved, and an approach to leading and developing people which will ensure that it is achieved.

Performance Management System (PMS): the formal system drafted by Beer and Ruh (1976) and used by the managers of Corning Glass Works, USA to measure and improve the performance and potential for advancement of management and staff. It is a system that would incorporate the strength of MBO with a better way to help managers observe, evaluate and help in improving the performance of subordinates.

Personnel Management: A precursor to HRM, this involved day-to-day tasks such as interviewing job applicants, providing training and storing personal data on employees.

Public Service Agreement (PSA, 2010-2014) (Croke Park): an agreement between management and trade unions representing public sector workers, designed to ensure the delivery of excellent public services in the context of the reduction in public sector numbers. It has been accepted by the parties that efficiencies will need to be maximised and productivity in the use of resources greatly increased through revised work practices, innovations and other initiatives, in return for commitments in relation to pay and the security of employment.

Programme for Competitiveness and Work (PCW, 1994-1997): predecessor to the P2000 Irish partnership agreement that advocated continued collective bargaining and pay determination, along with proposing a mandatory performance appraisal scheme for the civil service.

Programme for National Recovery (PNR, 1987-1990): The first of seven partnership agreements in Ireland up to 2009 between the then social partners: government, employers and trade unions. It focused primarily on wage moderation in return for lower levels of income tax, policies to stimulate employment and enhanced social protections.

Rolling appraisal: appraising of staff on a quarterly basis.

Scientific Management (Taylorism): a systematic approach to improving job design, choosing and training workers, creating incentive payment systems and fostering good management-worker relations. There is an emphasis placed on 'time and motion' studies and 'work study'. Popular in the 1930s, it heralded a shift away from the 'welfare approach' towards the efficiency and profitability emphasis of the work study officer and, ultimately, the personnel officer.

Strategic Management Initiative (SMI, 1994): launched by the Department of An Taoiseach in 1994 with the stated objective of presenting public service management with an opportunity to make a substantial contribution to national development, through the provision of services to the public which were both excellent in quality and effective in delivery.

Sustaining Progress (SP, 2003-2005): the sixth Irish partnership agreement. This continued the policy of benchmarking public sector workers' pay to that of the private equivalent, as firstly set out in the Programme for Prosperity and Fairness (PPF, 2000-2003).

Total quality management (TQM): an approach to management that seeks to integrate all the elements of an organisation in order to meet the needs and expectations of its customers.

Appendix VIII: Prevalence of performance management processes in Ireland, UK and USA

Country	Year	Source	Overall Prevalence	Private Sector	Public Sector
Ireland	2011	Talentevo/DCU	87%	N/Av	N/Av
	2010	CranetE/UL	82%	N/Av	N/Av
	2009	McMahon	84%	84%	85%
	2009	IBEC	84%	84%	N/Av
	2006	IBEC	75%	N/A	N/A
	2005	Flood et al.	63%	63%	N/A
	2004	IBEC	70%	N/A	N/A
	2002	IBEC	73%	N/A	N/A
	2000	CranetE/UL	54%	N/Av	N/Av
	1999	McMahon	62%	73%	39%
	1994	McMahon and Gunnigle	58%	65%	35%
	1992	PwC/UL	65%	75%	45%
	1986	Shinavath	80%	^23%	35%
	1975	Gorman et al./IMI	*66%	66%	N/A
	1966	Tomlin/IMI	2.40%	2.40%	N/A
UK	2009	CIPD	100%	N/Av	N/Av
	2006	Houldsworth and Jirasinghe	100%	100%	100%
	2005	e-reward	96%	N/Av	N/Av
	2005	CIPD	87%	N/Av	N/Av
	2003	IRS	100%	N/A	N/A
	1997	Armstrong and Baron/IPD	69%	N/Av	N/Av
	1993	LGMB	44%	N/A	44%
	1992	PwC	85%	N/Av	N/Av
	1991	Bevan and Thompson/IPD	20%	40%	21%
USA	2012	Lawler/USC	100%	100%	N/A
	2010	Sibson Consulting/WorldatWork	91%	91%	N/A
	2004;2005	Fortune/HAY	100%	100%	N/A
	2003	Lawler and McDermott	100%	100%	N/A
	2002	Lawler/USC	100%	100%	N/A
	1996	AMA	95%	N/A	N/A
	(mid-West only)	1996	Smith and Hornsby	88%	88%
	1995	McDonald and Smith	62%	62%	N/A
	1994	Bretz and Milkovich	70%	70%	N/A

Guide:

AMA: American Management Association; CIPD: Chartered Institute of Personnel & Development
 IBEC: Irish Business & Employers Confederation; IPD: Institute of Personnel & Development
 IPM: Institute Of Personnel Management ; IRS: Industrial Relations Service; LGMB: Local Government Management Board; PwC: PricewaterhouseCooper/Cranfield; PwC/UL:

Appendix IX: Top Three Objectives of Performance Management in Ireland, UK and USA

Country	Year	Top Objective(s)	Source
Ireland	2010	1. Training and development	Gunnigle et al. (2011)
		2. Career movement	
		3. Pay determination	
	2009	1. Pay/bonus determination	McMahon (2009)
		2. Training and development	
		3. Set and review objectives	
	2004	1. Matching skills and competencies (inputs) with results (outputs)	IBEC (2004)
	1994	1. Improve future performance	McMahon and Gunnigle (1994)
2. Provide feedback			
3. Agree key objectives			
UK	2009	1. Conduct regular review meetings	CIPD (2009)
		2. Objective-setting	
		3. Regular feedback	
	2005	1. Align individual and organisation objectives	<i>e-reward</i> cited in Armstrong (2006)
		2. Improve organisation performance	
		3. Improve individual performance	
	2004	1. An integral part of PM	CIPD (2004)
		2. Improve line manager/employee relations	
		3. Integrate individual and organisation goals	
2003	1. Motivation of staff	Houldsworth and Jirasinghe (2006)	
	2. Developing capability of staff		
	3. Influence profit		
USA	2010	1. Distribution of individual monetary reward	Allan (2010)
		2. Promote individual accountability	
		3. Develop talent management	
	2008	1. Decision-making for pay, bonuses, promotion, assignments and redundancies	Pulakos et al., cited in Varma et.al. (2008)
	2002	1. Solving performance problems	Holbrook (2002)
		2. Setting goals	
		3. For administrative, reward, discipline and dismissal purposes	
	1996	1. Developmental	AMA (1996)
2. Feedback			
3. Evaluation			
1994	1. Improve work performance	SAM cited in Thomas and Bretz Jr. (1994)	
	2. Administer merit pay		
	3. Advising employees of work expectations		

Appendix X: Incidence of mechanisms and features used in the performance management process

Mechanisms/Features used	Incidence	Country	Reference
	%		
Balanced Scorecard (BSC)	21%	UK	Houldsworth and Jirasinghe (2006)
	10%	Ireland	IBEC (2004)
	3%	UK	CIPD (2004)
Competency Assessment (CA)	61%	Ireland	McMahon (2009)
	56%	UK	IRS (2005)
	24%	UK	e-reward (2005)
	31%	UK	CIPD (2004)
	34%	Ireland	IBEC (2004)
	43%	Ireland	UL/IMI (2000)
	33%	Ireland	McMahon (1999)
	22%	Ireland	Boyle et al. (1999)
	47%	USA	McDonald and Smith (1995)
Critical Incident (CI)	10%	Ireland	McMahon (2009)
	5%	Ireland	McMahon (1999)
	99%	USA	McMahon and Gunnigle (1994)
Descriptive/Narrative Essay			
free-form and controlled written-form	11%	Ireland	McMahon (1999)
	80%	USA	McMahon and Gunnigle (1994)
controlled written-form only	44%	UK	McMahon and Gunnigle (1994)
free-form only	2%	UK	McMahon and Gunnigle (1994)
unspecified form	5%	Ireland	McMahon (2009)
Forced Choice Technique	23%	USA	McMahon and Gunnigle (1994)
	15%	Ireland	McMahon and Gunnigle (1994)
Forced Distribution (FD)	12%	USA	Allen (2010)
	10%	Ireland	McMahon (2009)
	45%	UK	Houldsworth (2007)
	8%	UK	CIPD (2004)
	49%	UK	Houldsworth and Jirasinghe (2006)
	5%	Ireland	McMahon (1999)
	26%	USA	McMahon and Gunnigle (1994)
	10%	UK	McMahon and Gunnigle (1994)
Objective-setting and review (MBO)	98%	Ireland	McMahon (2009)
	85%	UK	CIPD (2009)
	76%	UK	Houldsworth and Jirasinghe (2006)
	95%	UK	e-reward (2005)
	89%	UK	IRS (2005)
	72%	Ireland	IBEC (2004)
	62%	UK	CIPD (2004)

Mechanisms/Features used	Incidence	Country	Reference
Objective-setting and review (MBO)	72%	Ireland	McMahon (1999)
(cont.)	86%	USA	McMahon and Gunnigle (1994)
Paired Comparison	4%	Ireland	McMahon (2009)
	3%	Ireland	McMahon (1999)
	3%	USA	McMahon and Gunnigle (1994)
Performance related Pay (PRP)	79%	Ireland	McMahon (2009)
	46%	Ireland	IBEC (2004)
	31%	UK	CIPD (2004)
	44%	UK	IRS (2003)
	93%	USA	AMA (1996)
	92%	USA	Thomas and Bretz Jr. (1994)
	85%	USA	McMahon and Gunnigle (1994)
	64%	Ireland	McMahon and Gunnigle (1994)
Ranking	21%	Ireland	McMahon (2009)
	9%	Ireland	McMahon (1999)
	42%	USA	McMahon and Gunnigle (1994)
Rating	59%	Ireland	McMahon (2009)
	55%	UK	Houldsworth and Jirasinghe (2006)
	73%	UK	e-reward (2004)
	59%	UK	CIPD (2004)
	48%	Ireland	McMahon (1999)
	71%	USA	Thomas and Bretz Jr (1994)
	30%	UK	McMahon and Gunnigle (1994)
Rating: Weighted check list	56%	USA	McMahon and Gunnigle (1994)
Behaviour Anchored Ratings Scales (BARS)	52%	UK	McMahon and Gunnigle (1994)
	35%	USA	McMahon and Gunnigle (1994)
	15%	Ireland	McMahon and Gunnigle (1994)
Team Development Plan (TDP)	25%	UK	Houldsworth and Jirasinghe (2006)
Self-appraisal (incorporating a Personal Development Plan (PDP))	74%	Ireland	McMahon (2009)
	89%	UK	e-reward (2005)
	62%	UK	CIPD (2004)
	38%	Ireland	IBEC (2004)
	11%	Ireland	IBEC (2004)
	62%	USA	Miller (2001)
	53%	Ireland	McMahon (1999)
360° Appraisal	30%	UK	e-reward (2005)
	14%	UK	CIPD (2004)
	75%	USA	Redman (2001)
	40%	UK	Redman (2001)
	43%	Ireland	UL/IMI (2000)
	75%	USA	McMahon (1998/99)

	88%	UK	Kandola and Galpin (1999)
Mechanisms/Features used	Incidence	Country	Reference
Peer Appraisal (cont.)	9%	UK	CIPD (2004)
	9%	Ireland	IBEC (2004)
	19%	USA	McDonald and Smith (1995)
Upward Appraisal	28%	Ireland	McMahon (2009)
	18%	Ireland	IBEC (2004)
	11%	UK	CIPD (2004)
	11%	USA	McDonald and Smith (1995)
Customer Appraisal	25%	Ireland	McMahon (2009)
	11%	Ireland	McMahon (1999)
	24%	USA	McDonald and Smith (1995)
Subordinate Appraisal	Unrecorded		

Appendix XI: Methodologies and sample sizes used and the response rates

Country	Year	Source	Methodology	Sample Size	Response Rate (%)	
USA	2012	Lawler	Postal Questionnaire via Random Sample	100	100%	
	2010	Allen	Online Questionnaire via Random Sample	70,000	1.20%	
	2005	Fortune/HAY Group	Postal Questionnaire via Random Sample	10,000	Not available	
	2002	Mercer HR	Postal Questionnaire (employee only)	2,600	Not available	
	1996	Smith and Hornsby	Postal Questionnaire via Random Sample	250	56%	
	1996	AMA	Faxed Questionnaire via Random Sample	756	Not available	
	UK	2006	Houldsworth and Jirasinghe	Telephone Survey via Random Sample	2,200	Not available
		2004	CIPD	Postal Questionnaire via Random Sample	5,000	10%
		1997	Armstrong and Baron	Postal Questionnaire via Random Sample	2,750	20%
Ireland		2011	Talentevo/DCU	Online Questionnaire via Random Sample	1,100	19%
	2010	CranetE/UL	Postal Questionnaire via Random Sample	1,051	10%	
	2009	McMahon	Convenience Sample	259	100%	
	2004	IBEC	Postal Questionnaire via Random Sample	2,657	15%	
	2000	CranetE/UL	Postal Questionnaire via Random Sample	1,969	23%	
	1999	McMahon	Convenience Sample	128	100%	
	1994	McMahon and Gunnigle	Convenience Sample	126	100%	
	1992	PwC /UL	Postal Questionnaire via Random Sample	Not available	12%	
	1986	Shinavath	Postal Questionnaire via Random Sample	226	34%	

Appendix XII: Type and source of questions for questionnaire

Question No.	Type of Question	Source
1	Closed	IMI, January 2003
2	Closed	IBEC (2004)
3	Closed	McMahon (1999)
4	Closed	IMI (January 2003)
5	Closed	Armstrong and Baron (2003)
		; McMahon (1999)
6	Closed	Armstrong and Baron (2003)
7	Closed	Armstrong and Baron (2003)
8	Closed	Armstrong and Baron (2003)
9	Closed	Armstrong and Baron (2003)
10	Closed	Armstrong and Baron (2003)
11	Closed	Armstrong and Baron (2003)
12	Closed	Armstrong and Baron (2003)
13	Closed	Armstrong and Baron (2003)
14	Closed	Armstrong and Baron (2003)
15	Likert scale, with	Armstrong and Baron (2003)
	open-ended comment box option	
16	Closed	Armstrong and Baron (2003)
17	Closed	Armstrong and Baron (2003)
18	Likert scale	Adapted from Armstrong and
		Baron (2003)
19	Closed	Armstrong and Baron (2003)
20	Closed	Armstrong and Baron (2003)
21	Closed, with comment box option	Armstrong and Baron (2003)

22	Closed	The researcher (2007)
23	Closed, with comment box option	Adapted from McMahon (1999)
24	Closed	Armstrong and Baron (2003)
25	Rank order, with comment box option	McMahon (1999)
26	Closed	McMahon (1999)
27	Closed	Houldsworth and Jirasinghe (2006)
28	Likert scale	IBEC (2004); McMahon (1999)
29	Rank order	McMahon (1999)
30	Closed	IBEC (2004)
31	Closed	Armstrong and Baron (2003)
32	Closed	Armstrong and Baron (2003)

Appendix XIII: Email from Angela Baron, CIPD, London

Page 1 of 1

Kevin Corbett

From: Angela Baron [A.Baron@cipd.co.uk]
Sent: 16 November 2006 09:56
To: kevin.corbett@dit.ie
Subject: Performance Management Surveys

Dear Kevin

Your query about the performance management surveys carried out by Michael and myself has been passed to me.

Unfortunately we did not break down the responses within the public sector. In the later 2005 survey I was hoping to do some further work in education. However in the end not enough responses were received from this sector - probably because there is unlikely to be a qualified HR person in schools or colleges - and had to content myself with case studies.

Sorry I can't be more helpful.

Angela

Angela Baron
Adviser, Organisation and Resourcing
Chartered Institute of Personnel and Development
Tel: 0208 612 6375
e-mail: a.baron@cipd.co.uk

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09/05/2007

Appendix XIV: Email from Irish Small and Medium Enterprises Association (ISME)

5/30/13

Gmail - RE: Research - (www.isme.ie)



Kevin Corbett <kvn.corbett@gmail.com>

RE: Research - (www.isme.ie)

2 messages

John Clarke <john@isme.ie>
To: kvn.corbett@gmail.com

Wed, Mar 31, 2010 at 10:18 AM

Hi Kevin

Taking the fluctuation in the labour market into account the current approximation for numbers employed in SMEs would be approx 900,000 employees in 230,000 smes in Ireland. This is a drop from 1,100,000 approx in 250,000 SMEs as of end 2008.

John J

John J Clarke
Research Officer
ISME,
The Irish Small & Medium Enterprises Association
17 Kildare Street
Dublin 2
Tel: 00353 1 6622755
Fax: 00353 1 6612157
email: john@isme.ie
The VOICE of the IRISH SME
Web: www.isme.ie

—Original Message—

From: Marina McWalter On Behalf Of Info
Sent: 31 March 2010 09:59
To: John Clarke
Subject: FW: Research - (www.isme.ie)

—Original Message—

From: kvn.corbett@gmail.com [mailto:kvn.corbett@gmail.com]
Sent: 30 March 2010 22:28
To: Info
Subject: Research - (www.isme.ie)

An email from your website :

Name : Kevin Corbett
Telephone : 087 754 55 93
Email address : kvn.corbett@gmail.com
Message :
Dear Sir/Madam

I am a post-graduate research student of performance management in DIT Aungier St. Further to my research on the topic I should be most grateful if would let me know how many people are employed in SME's in Ireland.
I look foreward to your response at your earliest convenience.

Appendix XV: List of ‘other’ private sector respondent organisations

Turning now to the private sector the largest respondent category is ‘Other’ (20 per cent (n=40)). This category includes 1 call centre, 3 pharmaceutical firms, 7 engineering organisations, 5 computer firms, 4 firms in the energy field, 2 in the financial area and 2 contract cleaners. Also listed are 2 logistics companies, 4 medical organisations, a mobile phone distributor, one third level college, 2 manufacturing firms, a large scale refinery, a refrigeration firm, a national research organisation, a security services provider, a food packaging operation and a shop-fitter. This diversity of industry output is dominated by pharmaceutical, engineering, computer, energy and medical organisations.

Respondents in the ‘Other’ Category

No.	Type of Organisation	Type of Ownership	Location
1	Call Centre	US MNC	Waterford City
2	Chemical distributor and manufacturer	Irish	Co Cork
3	Civil & Environmental Engineering	Irish Private	Cork City
4	Computer maintenance and repair	US MNC	Dublin 17
5	Computer re-manufacturing	Irish MNC	Galway City
6	Consulting engineers	Irish MNC	Cork City
7	Contract services	Irish	Co Clare
8	Distribution of liquid petroleum (LP) gas	Dutch MNC	Dublin 12
9	Distribution of mobile phones	Irish	Dublin 18
10	Education – third level	Irish	Dublin 1
11	Electronic semi-conductor sector	US MNC	Limerick City
12	Energy	Irish MNC	Dublin 17
13	Energy exploration and retail supplier	Norwegian MNC	Dublin 1
14	Engineering	US MNC	Cork City
15	Engineering consultancy/technical services providers	US MNC	Cork City
16	Engineering design	Danish MNC	Co Kildare
17	Engineering/Fabrication	Irish	Co Meath

No.	Type of Organisation	Type of Ownership	Location
18	Engineering systems, products and solutions	French MNC	Co Kildare
19	Financial services	Irish MNC	Co Galway
20	Financial shared services	US MNC	Cork City
21	Food packaging	Irish	Co Wicklow
22	Health – hospital	Irish	Dublin 8
23	Information Technology (IT) manufacturing, software, sales/services	US MNC	Co Kildare
24	Linen rental and direct sale of hygiene products	Irish	Wexford Town
25	Logistics company	Irish	Cork City
26	Manufacture and distribution of medical devices	Irish	Galway City
27	Manufacture of health care products	Irish MNC	Wexford Town
28	Manufacture of high performance liquid chromatography/mass spectrometry (HPAC/MS)	Irish	Co Wexford
29	Manufacturing/Engineering	Irish	Co Wexford
30	Multi-functional information infrastructure and technology and solutions providers	US MNC	Co Cork
31	Petroleum products distributor	US MNC	Dublin 1
32	Pharmaceutical and biotechnical	Irish MNC	Co Cork
33	Pharmaceuticals	US MNC	Dublin 15
34	Refinery (bauxite to aluminum)	Russian MNC	Co Limerick
35	Refrigeration	Irish	Co Meath
36	Research	Irish	Dublin 2
37	Security services provider	Irish	Co Meath
38	Ship-owners, managers, chartering brokers	Irish MNC	Cork City
39	Shop-fitters	Irish	Co Donegal
40	Subcontract medical device manufacturing	US MNC	Co Cork

Appendix XVI: SPSS Statistics for Questions 1 to 32 of Questionnaire, 2007/08

Question 1:

Statistics

What is the ownership status of your organisation?

N	Valid	204
	Missing	0

What is the ownership status of your organisation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MNC HQ	8	3.9	3.9	3.9
Irish Privately owned	51	25.0	25.0	28.9
MNC Subsidiary	8	3.9	3.9	32.8
Irish Publicly Quoted	78	38.2	38.2	71.1
Irish MMC	5	2.5	2.5	73.5
Public Sector	54	26.5	26.5	100.0
Total	204	100.0	100.0	

Question 2:

Statistics

If your organisation is foreign owned, what is its country/region of ownership?

N	Valid	61
	Missing	143

If your organisation is foreign owned, what is its country/region of ownership?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid USA	29	14.2	47.5	47.5
UK	11	5.4	18.0	65.6
EU (other than UK)	11	5.4	18.0	83.6
Other	10	4.9	16.4	100.0
Total	61	29.9	100.0	
Missing System	143	70.1		
Total	204	100.0		

Question 3:

Statistics

If your organisation is in public sector, to which one of the following categories does it belong?

N	Valid	53
	Missing	151

If your organisation is in public sector, to which one of the following categories does it belong?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Civil Service	10	4.9	18.9	18.9
	Education	8	3.9	15.1	34.0
	Local Authority	7	3.4	13.2	47.2
	HSE	8	3.9	15.1	62.3
	Semi-State	15	7.4	28.3	90.6
	Other	5	2.5	9.4	100.0
	Total	53	26.0	100.0	
Missing	System	151	74.0		
Total		204	100.0		

Question 4:

Statistics

If your organisation is in the private sector, to which one of the following categories does it belong?

N	Valid	151
	Missing	53

If your organisation is in the private sector, to which one of the following categories does it belong?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agriculture/Food & Drink	14	6.9	9.3	9.3
	Business Services	12	5.9	7.9	17.2
	Construction	12	5.9	7.9	25.2
	Distribution	7	3.4	4.6	29.8
	Industrial Plant	4	2.0	2.6	32.5
	Manufactured & Processed Goods	39	19.1	25.8	58.3
	Media & Telecommunications	4	2.0	2.6	60.9
	Tourism & Leisure	17	8.3	11.3	72.2
	Transportation	2	1.0	1.3	73.5
	Other	40	19.6	26.5	100.0
	Total	151	74.0	100.0	
	Missing	System	53	26.0	
Total		204	100.0		

Question 5:

Statistics

Approximately, what is the total number of employees in all categories (full time, part time, contract, etc) in your organisation?

N	Valid	204
	Missing	0

Approximately, what is the total number of employees in all categories (full time, part time, contract, etc) in your organisation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50-99	74	36.3	36.3	36.3
	100-499	88	43.1	43.1	79.4
	500-999	20	9.8	9.8	89.2
	1000-4999	16	7.8	7.8	97.1
	5000 >	6	2.9	2.9	100.0
	Total	204	100.0	100.0	

Question 6:

Statistics

Is your organisation unionised?

N	Valid	85
	Missing	119

Is your organisation unionised?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	85	41.7	100.0	100.0
Missing	Yes	119	58.3		
Total		204	100.0		

Statistics

		Approximately what percentage of Full Time staff are members of a union?	Approximately what percentage of Part Time staff are members of a union?	Approximately what percentage of Contract staff are members of a union?	Approximately what percentage of Other staff are members of a union?
N	Valid	109	64	35	8
	Missing	95	140	169	196

Approximately what percentage of Full Time staff are members of a union?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	1	.5	.9	.9
	10%	5	2.5	4.6	5.5
	20%	7	3.4	6.4	11.9
	30%	7	3.4	6.4	18.3
	40%	6	2.9	5.5	23.9
	50%	5	2.5	4.6	28.4
	60%	9	4.4	8.3	36.7
	70%	14	6.9	12.8	49.5
	80%	13	6.4	11.9	61.5
	90%	26	12.7	23.9	85.3
	100%	16	7.8	14.7	100.0
	Total	109	53.4	100.0	
	Missing	N/A	2	1.0	
System		93	45.6		
Total		95	46.6		
Total		204	100.0		

Approximately what percentage of Part Time staff are members of a union?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	7	3.4	10.9	10.9
	10%	8	3.9	12.5	23.4
	20%	3	1.5	4.7	28.1
	40%	4	2.0	6.3	34.4
	50%	5	2.5	7.8	42.2
	60%	6	2.9	9.4	51.6
	70%	5	2.5	7.8	59.4
	80%	4	2.0	6.3	65.6
	90%	8	3.9	12.5	78.1
	100%	14	6.9	21.9	100.0
	Total	64	31.4	100.0	
Missing	N/A	12	5.9		
	System	128	62.7		
	Total	140	68.6		
Total		204	100.0		

Approximately what percentage of Contract staff are members of a union?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	8	3.9	22.9	22.9
	10%	5	2.5	14.3	37.1
	20%	2	1.0	5.7	42.9
	30%	2	1.0	5.7	48.6
	40%	1	.5	2.9	51.4
	50%	6	2.9	17.1	68.6
	70%	1	.5	2.9	71.4
	80%	3	1.5	8.6	80.0
	90%	2	1.0	5.7	85.7
	100%	5	2.5	14.3	100.0
	Total	35	17.2	100.0	
Missing	N/A	18	8.8		
	System	151	74.0		
	Total	169	82.8		
Total		204	100.0		

Approximately what percentage of Other staff are members of a union?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	3	1.5	37.5	37.5
	10%	1	.5	12.5	50.0
	50%	1	.5	12.5	62.5
	60%	1	.5	12.5	75.0
	70%	1	.5	12.5	87.5
	90%	1	.5	12.5	100.0
	Total	8	3.9	100.0	
	Missing	N/A	15	7.4	
System		181	88.7		
Total		196	96.1		
Total		204	100.0		

Question 7:

Statistics

Does your organisation operate formal performance management processes?

N	Valid	204
	Missing	0

Does your organisation operate formal performance management processes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	148	72.5	72.5	72.5
	No	56	27.5	27.5	100.0
	Total	204	100.0	100.0	

Question 8:

Statistics

		Approximately what percentage of Senior Managers are in this process?	Approximately what percentage of Line Managers/Team Leaders are in this process?	Approximately what percentage of Skilled/Technical/Clerical staff is in this process?	Approximately what percentage of Manual/Blue-Collar staff is in this process?
N	Valid	143	145	141	122
	Missing	61	59	63	82

Approximately what percentage of Senior Managers are in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	2	1.0	1.4	1.4
	10%	3	1.5	2.1	3.5
	20%	2	1.0	1.4	4.9
	40%	1	.5	.7	5.6
	50%	1	.5	.7	6.3
	70%	1	.5	.7	7.0
	80%	1	.5	.7	7.7
	90%	4	2.0	2.8	10.5
	100%	128	62.7	89.5	100.0
	Total	143	70.1	100.0	
Missing	System	61	29.9		
Total		204	100.0		

Approximately what percentage of Line Managers/Team Leaders are in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	1	.5	.7	.7
	10%	1	.5	.7	1.4
	20%	4	2.0	2.8	4.1
	30%	1	.5	.7	4.8
	50%	6	2.9	4.1	9.0
	70%	1	.5	.7	9.7
	80%	2	1.0	1.4	11.0
	90%	5	2.5	3.4	14.5
	100%	124	60.8	85.5	100.0
	Total	145	71.1	100.0	
Missing	System	59	28.9		
Total		204	100.0		

Approximately what percentage Skilled/Technical/Clerical staff is in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	8	3.9	5.7	5.7
	10%	1	.5	.7	6.4
	20%	3	1.5	2.1	8.5
	30%	3	1.5	2.1	10.6
	40%	3	1.5	2.1	12.8
	50%	4	2.0	2.8	15.6
	60%	1	.5	.7	16.3
	70%	4	2.0	2.8	19.1
	90%	6	2.9	4.3	23.4
	100%	108	52.9	76.6	100.0
	Total	141	69.1	100.0	
Missing	System	63	30.9		
Total		204	100.0		

Approximately what percentage of Manual/Blue-Collar staff is in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	26	12.7	21.3	21.3
	10%	5	2.5	4.1	25.4
	20%	1	.5	.8	26.2
	30%	2	1.0	1.6	27.9
	50%	2	1.0	1.6	29.5
	60%	1	.5	.8	30.3
	70%	1	.5	.8	31.1
	80%	1	.5	.8	32.0
	90%	4	2.0	3.3	35.2
	100%	79	38.7	64.8	100.0
	Total	122	59.8	100.0	
Missing	System	82	40.2		
Total		204	100.0		

Question 9:

Statistics

		Approximately what percentage of Full Time staff is covered in this process?	Approximately what percentage of Part-Time staff is covered in this process?	Approximately what percentage of Contract staff is covered in this process?	Approximately what percentage of Other staff is covered in this process?
N	Valid	139	109	71	33
	Missing	65	95	133	171

Approximately what percentage of Full Time staff is covered in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10%	4	2.0	2.9	2.9
	20%	3	1.5	2.2	5.0
	30%	4	2.0	2.9	7.9
	40%	3	1.5	2.2	10.1
	50%	3	1.5	2.2	12.2
	60%	2	1.0	1.4	13.7
	70%	4	2.0	2.9	16.5
	80%	1	.5	.7	17.3
	90%	7	3.4	5.0	22.3
	100%	108	52.9	77.7	100.0
	Total	139	68.1	100.0	
Missing	N/A	1	.5		
	System	64	31.4		
	Total	65	31.9		
Total		204	100.0		

Approximately what percentage of Part-Time staff is covered in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	9	4.4	8.3	8.3
	10%	3	1.5	2.8	11.0
	20%	2	1.0	1.8	12.8
	30%	2	1.0	1.8	14.7
	40%	1	.5	.9	15.6
	50%	4	2.0	3.7	19.3
	70%	2	1.0	1.8	21.1
	90%	5	2.5	4.6	25.7
	100%	81	39.7	74.3	100.0
	Total	109	53.4	100.0	
	Missing	N/A	9	4.4	
System		86	42.2		
Total		95	46.6		
Total		204	100.0		

Approximately what percentage of Contract staff is covered in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	12	5.9	16.9	16.9
	10%	2	1.0	2.8	19.7
	20%	2	1.0	2.8	22.5
	30%	1	.5	1.4	23.9
	50%	3	1.5	4.2	28.2
	90%	3	1.5	4.2	32.4
	100%	48	23.5	67.6	100.0
	Total	71	34.8	100.0	
Missing	N/A	17	8.3		
	System	116	56.9		
	Total	133	65.2		
Total		204	100.0		

Approximately what percentage of Other staff is covered in this process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0%	4	2.0	12.1	12.1
	20%	1	.5	3.0	15.2
	30%	2	1.0	6.1	21.2
	50%	1	.5	3.0	24.2
	60%	1	.5	3.0	27.3
	100%	24	11.8	72.7	100.0
	Total	33	16.2	100.0	
Missing	N/A	22	10.8		
	System	149	73.0		
	Total	171	83.8		
Total		204	100.0		

Question 10:

Statistics

Does the process link organisation, team and individual plans?

N	Valid	147
	Missing	57

Does the process link organisation, team and individual plans?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	134	65.7	91.2	91.2
	No	13	6.4	8.8	100.0
	Total	147	72.1	100.0	
Missing	System	57	27.9		
Total		204	100.0		

Question 11:**Statistics**

Does the process include the review and appraisal of staff performance?

N	Valid	152
	Missing	52

Does the process include the review and appraisal of staff performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	141	69.1	92.8	92.8
	No	11	5.4	7.2	100.0
	Total	152	74.5	100.0	
Missing	System	52	25.5		
Total		204	100.0		

Question 12:**Statistics**

Does this process include One to One meetings between Line Manager and Staff only or can it embrace Team-Based performance management also?

N	Valid	147
	Missing	57

Does this process include One to One meetings between Line Manager and Staff only or can it embrace Team-Based performance management also?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One to One	115	56.4	78.2	78.2
	Team Based	3	1.5	2.0	80.3
	One to One & Team based	29	14.2	19.7	100.0
	Total	147	72.1	100.0	
Missing	System	57	27.9		
Total		204	100.0		

Question 13:**Statistics**

Does your organisation support the process through additional training and development for any category of staff?

N	Valid	149
	Missing	55

Does your organisation support the process through additional training and development for any category of staff?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	140	68.6	94.0	94.0
	No	9	4.4	6.0	100.0
	Total	149	73.0	100.0	
Missing	System	55	27.0		
Total		204	100.0		

Question 14:

Statistics

Did your organisation have a performance management/appraisal process for any employee category at any time in the last 10 years?

N	Valid	92
	Missing	112

Did your organisation have a performance management/appraisal process for any employee category at any time in the last 10 years?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	50	24.5	54.3	54.3
	No	31	15.2	33.7	88.0
	Don't know	11	5.4	12.0	100.0
	Total	92	45.1	100.0	
Missing	System	112	54.9		
Total		204	100.0		

Self Appraisal was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	182	89.2	89.2	89.2
	1	22	10.8	10.8	100.0
	Total	204	100.0	100.0	

Peer Appraisal was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	8.8	100.0	100.0
Missing	System	186	91.2		
Total		204	100.0		

Subordinate Appraisal was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	5.4	100.0	100.0
Missing	System	193	94.6		
Total		204	100.0		

Customer Appraisal was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	4.4	100.0	100.0
Missing	System	195	95.6		
Total		204	100.0		

360 Degree Appraisal was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	4.9	100.0	100.0
Missing	System	194	95.1		
Total		204	100.0		

Team Development Plan (TDP) was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	3.4	100.0	100.0
Missing	System	197	96.6		
Total		204	100.0		

Personal Development Plan (PDP)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	29	14.2	100.0	100.0
Missing	System	175	85.8		
Total		204	100.0		

Performance Related Pay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	7.8	100.0	100.0
Missing	System	188	92.2		
Total		204	100.0		

Balanced Scorecard was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	2.5	100.0	100.0
Missing	System	199	97.5		
Total		204	100.0		

Objective Setting & Review was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	26	12.7	100.0	100.0
Missing	System	178	87.3		
Total		204	100.0		

Competency Assessment was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	8.8	100.0	100.0
Missing	System	186	91.2		
Total		204	100.0		

Rating Scale was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	7.4	100.0	100.0
Missing	System	189	92.6		
Total		204	100.0		

Ranking was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	3.4	100.0	100.0
Missing	System	197	96.6		
Total		204	100.0		

Paired Comparison was used

		Frequency	Percent
Missing	System	204	100.0

Forced Distribution was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.0	100.0	100.0
Missing	System	200	98.0		
Total		204	100.0		

Descriptive Essay was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	100.0	100.0
Missing	System	203	99.5		
Total		204	100.0		

Critical Incident was used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.5	100.0	100.0
Missing	System	201	98.5		
Total		204	100.0		

Question 15:

Statistics

		'Did not achieve objectives' was a reason for abandoning the process	'Lack of commitment from line managers' was a reason for abandoning the process	'Too costly' was a reason for abandoning the process	'Too time consuming' was a reason for abandoning the process	Other reasons for abandoning process
N	Valid	19	21	16	23	204
	Missing	185	183	188	181	0

'Did not achieve objectives' was a reason for abandoning the process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	1.5	15.8	15.8
	Agree	6	2.9	31.6	47.4
	Disagree	7	3.4	36.8	84.2
	Strongly disagree	3	1.5	15.8	100.0
	Total	19	9.3	100.0	
Missing	System	185	90.7		
Total		204	100.0		

'Lack of commitment from line managers' was a reason for abandoning the process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	3.4	33.3	33.3
	Agree	8	3.9	38.1	71.4
	Disagree	4	2.0	19.0	90.5
	Strongly disagree	2	1.0	9.5	100.0
	Total	21	10.3	100.0	
Missing	System	183	89.7		
Total		204	100.0		

'Too costly' was a reason for abandoning the process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	1.0	12.5	12.5
	Disagree	9	4.4	56.3	68.8
	Strongly disagree	5	2.5	31.3	100.0
	Total	16	7.8	100.0	
Missing	System	188	92.2		
Total		204	100.0		

'Too time consuming' was a reason for abandoning the process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	2.5	21.7	21.7
	Agree	12	5.9	52.2	73.9
	Disagree	4	2.0	17.4	91.3
	Strongly disagree	2	1.0	8.7	100.0
	Total	23	11.3	100.0	
Missing	System	181	88.7		
Total		204	100.0		

Other reasons for abandoning process

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	196	96.1	96.1	96.1
....bias in reporting.	1	.5	.5	96.6
As the owner manager himself is not inclined toward formal management tools, these are not prescribed	1	.5	.5	97.1
N/A Do not abandon	1	.5	.5	97.5
Not aware of any performance management system in place as described above. Looking to introduce in future.	1	.5	.5	98.0
Performance Management Development system focused on personal development, not necessary appraisal	1	.5	.5	98.5
Process is on going	1	.5	.5	99.0
The objective was achieved, so it was no longer necessary to continue	1	.5	.5	99.5
Their has been a recent change in management-prior to that all systems fell apart over two years	1	.5	.5	100.0
Total	204	100.0	100.0	

Question 16:

Statistics

Have you any plans to introduce a formal performance management process within the next two years?

N	Valid	59
	Missing	145

Have you any plans to introduce a formal performance management process within the next two years?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	11.3	39.0	39.0
	No	27	13.2	45.8	84.7
	Don't know	9	4.4	15.3	100.0
	Total	59	28.9	100.0	
Missing	System	145	71.1		
Total		204	100.0		

Question 17:

Statistics

If your organisation is unionised were current performance management arrangements agreed with the union(s)?

N	Valid	93
	Missing	111

If your organisation is unionised were current performance management arrangements agreed with the union(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	55	27.0	59.1	59.1
	No	38	18.6	40.9	100.0
	Total	93	45.6	100.0	
Missing	System	111	54.4		
Total		204	100.0		

Question 18:

Statistics

What was the attitude of the union(s) to its introduction?

N	Valid	82
	Missing	122

What was the attitude of the union(s) to its introduction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Positive	17	8.3	20.7	20.7
	Positive	24	11.8	29.3	50.0
	Neutral	5	2.5	6.1	56.1
	Negative	4	2.0	4.9	61.0
	Very Negative	1	.5	1.2	62.2
	Other	31	15.2	37.8	100.0
	Total	82	40.2	100.0	
Missing	System	122	59.8		
Total		204	100.0		

Question 19:

Statistics

Are the current performance management arrangements:

N	Valid	144
	Missing	60

Are the current performance management arrangements:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	New System	64	31.4	44.4	44.4
	Development of older system	80	39.2	55.6	100.0
	Total	144	70.6	100.0	
Missing	System	60	29.4		
Total		204	100.0		

Question 20:

Statistics

How long did it take to develop the current process?

N	Valid	141
	Missing	63

How long did it take to develop the current process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 year	39	19.1	27.7	27.7
	1-2 years	47	23.0	33.3	61.0
	>2 years	55	27.0	39.0	100.0
	Total	141	69.1	100.0	
Missing	System	63	30.9		
Total		204	100.0		

Question 21:

Statistics

		Did All Staff contribute to the development and design of the process?	Did Senior Managers contribute to the development and design of the process?	Did Line Managers/Team Leaders contribute to the development and design of the process?	Did Trade Union Officials contribute to the development and design of the process?	Did Staff Representatives contribute to the development and design of the process?	Did HR Staff contribute to the development and design of the process?	Other contributors to development & design of process
N	Valid	77	120	90	54	75	110	204
	Missing	127	84	114	150	129	94	0

Did All Staff contribute to the development and design of the process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	16.7	44.2	44.2
	No	43	21.1	55.8	100.0
	Total	77	37.7	100.0	
Missing	N/A	16	7.8		
	System	111	54.4		
Total	Total	127	62.3		
Total		204	100.0		

Did Senior Managers contribute to the development and design of the process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	112	54.9	93.3	93.3
	No	8	3.9	6.7	100.0
	Total	120	58.8	100.0	
Missing	N/A	3	1.5		
	System	81	39.7		
	Total	84	41.2		
Total		204	100.0		

Did Line Managers/Team Leaders contribute to the development and design of the process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	70	34.3	77.8	77.8
	No	20	9.8	22.2	100.0
	Total	90	44.1	100.0	
Missing	N/A	7	3.4		
	System	107	52.5		
	Total	114	55.9		
Total		204	100.0		

Did Trade Union Officials contribute to the development and design of the process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	14.7	55.6	55.6
	No	24	11.8	44.4	100.0
	Total	54	26.5	100.0	
Missing	N/A	28	13.7		
	System	122	59.8		
	Total	150	73.5		
Total		204	100.0		

Did Staff Representatives contribute to the development and design of the process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	23.0	62.7	62.7
	No	28	13.7	37.3	100.0
	Total	75	36.8	100.0	
Missing	N/A	16	7.8		
	System	113	55.4		
	Total	129	63.2		
Total		204	100.0		

Did HR Staff contribute to the development and design of the process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	103	50.5	93.6	93.6
	No	7	3.4	6.4	100.0
	Total	110	53.9	100.0	
Missing	N/A	5	2.5		
	System	89	43.6		
	Total	94	46.1		
Total		204	100.0		

Other contributors to development & design of process

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	182	89.2	89.2	89.2
A corporate process that was rolled out from the USA. Ireland had no input.	1	.5	.5	89.7
As negotiated at National level by NPF.	1	.5	.5	90.2
Centrally agreed process	1	.5	.5	90.7
Chief executive	1	.5	.5	91.2
Corporate compensation & benefits	1	.5	.5	91.7
Corporate design & Implemented process for the most part	1	.5	.5	92.2
Developed by Head Office in the USA	1	.5	.5	92.6
Developed nationally for all local authorities - supported by Local Govt Mgmt Services Board an	1	.5	.5	93.1
External Consultants	1	.5	.5	93.6
FROM US CORPORATE	1	.5	.5	94.1
Global Process and Template	1	.5	.5	94.6
International focus group	1	.5	.5	95.1
It is a US mandated programme.	1	.5	.5	95.6
It is an international system used by the company.	1	.5	.5	96.1
Mainly a core specialist HR team	1	.5	.5	96.6
MD/Director driven	1	.5	.5	97.1
National Partnership Forum	1	.5	.5	97.5
Nationally agreed system	1	.5	.5	98.0
Not Developed locally	1	.5	.5	98.5

Partnership Committee: 3 management reps, 2 Union Reps, 1 Rep for non-Unionised staff	1	.5	.5	99.0
Process devised in USA. All plants worldwide use same process. Therefore no input at local level	1	.5	.5	99.5
The process was developed by a corporate group in conjunction with local HR & Senior Management	1	.5	.5	100.0
Total	204	100.0	100.0	

Question 22:

Statistics

Was this contribution made through Partnership principles i.e. As first outlined and promoted by the Irish Govt in the P2000 agreement?

N	Valid	143
	Missing	61

Was this contribution made through Partnership principles i.e. As first outlined and promoted by the Irish Govt in the P2000 agreement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	25.0	35.7	35.7
	No	59	28.9	41.3	76.9
	Don't know	33	16.2	23.1	100.0
	Total	143	70.1	100.0	
Missing	System	61	29.9		
Total		204	100.0		

Question 23:

Statistics

		Approximately what percentage of Senior Managers receive training in performance management techniques?	Approximately what percentage of Line Managers/Team Leaders receive training in performance management techniques?	Approximately what percentage of Skilled/Technical/Clerical staff receives training in performance management techniques?	Approximately what percentage of Manual/Blue-Collar staff receives training in performance management techniques?
N	Valid	143	134	102	91
	Missing	61	70	102	113

Approximately what percentage of Senior Managers receive training in performance management techniques?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	4.4	6.3	6.3
	10	3	1.5	2.1	8.4
	20	5	2.5	3.5	11.9
	30	1	.5	.7	12.6
	40	3	1.5	2.1	14.7
	50	3	1.5	2.1	16.8
	60	5	2.5	3.5	20.3
	70	2	1.0	1.4	21.7
	80	8	3.9	5.6	27.3
	90	9	4.4	6.3	33.6
	100	95	46.6	66.4	100.0
	Total	143	70.1	100.0	
Missing	System	61	29.9		
Total		204	100.0		

Approximately what percentage of Line Managers/Team Leaders receive training in performance management techniques?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	6.4	9.7	9.7
	20	3	1.5	2.2	11.9
	30	1	.5	.7	12.7
	40	4	2.0	3.0	15.7
	50	6	2.9	4.5	20.1
	60	5	2.5	3.7	23.9
	70	6	2.9	4.5	28.4
	80	5	2.5	3.7	32.1
	90	4	2.0	3.0	35.1
	100	87	42.6	64.9	100.0
	Total	134	65.7	100.0	
Missing	System	70	34.3		
Total		204	100.0		

Approximately what percentage of Skilled/Technical/Clerical staff receives training in performance management techniques?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	31	15.2	30.4	30.4
	10	2	1.0	2.0	32.4
	20	4	2.0	3.9	36.3
	30	3	1.5	2.9	39.2
	40	2	1.0	2.0	41.2
	50	6	2.9	5.9	47.1
	60	2	1.0	2.0	49.0
	70	2	1.0	2.0	51.0
	80	2	1.0	2.0	52.9
	90	3	1.5	2.9	55.9
	100	45	22.1	44.1	100.0
	Total	102	50.0	100.0	
Missing	System	102	50.0		
Total		204	100.0		

Approximately what percentage of Manual/Blue-Collar staff receives training in performance management techniques?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	44	21.6	48.4	48.4
	10	3	1.5	3.3	51.6
	20	1	.5	1.1	52.7
	30	3	1.5	3.3	56.0
	40	1	.5	1.1	57.1
	50	3	1.5	3.3	60.4
	60	1	.5	1.1	61.5
	90	3	1.5	3.3	64.8
	100	32	15.7	35.2	100.0
	Total	91	44.6	100.0	
Missing	System	113	55.4		
Total		204	100.0		

Question 24:

Statistics

Is there an appeals mechanism which ensures the resolution of any grievances arising from individual /team performance and development review meetings?

N	Valid	147
	Missing	57

Is there an appeals mechanism which ensures the resolution of any grievances arising from individual /team performance and development review meetings?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	110	53.9	74.8	74.8
	No	37	18.1	25.2	100.0
	Total	147	72.1	100.0	
Missing	System	57	27.9		
Total		204	100.0		

Question 25:

Agree key objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	62	30.4	45.9	45.9
	2	24	11.8	17.8	63.7
	3	7	3.4	5.2	68.9
	4	17	8.3	12.6	81.5
	5	9	4.4	6.7	88.1
	6	6	2.9	4.4	92.6
	7	6	2.9	4.4	97.0
	8	1	.5	.7	97.8
	9	2	1.0	1.5	99.3
	11	1	.5	.7	100.0
	Total		135	66.2	100.0
Missing	System	69	33.8		
Total		204	100.0		

Aid salary review

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	3.4	7.0	7.0
	2	13	6.4	13.0	20.0
	3	3	1.5	3.0	23.0
	4	9	4.4	9.0	32.0
	5	8	3.9	8.0	40.0
	6	6	2.9	6.0	46.0
	7	7	3.4	7.0	53.0
	8	8	3.9	8.0	61.0
	9	10	4.9	10.0	71.0
	10	9	4.4	9.0	80.0
	11	9	4.4	9.0	89.0
	12	11	5.4	11.0	100.0
Total		100	49.0	100.0	
Missing	System	104	51.0		
Total		204	100.0		

Assess promotion/potential

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.0	3.8	3.8
	2	5	2.5	4.8	8.7
	3	8	3.9	7.7	16.3
	4	9	4.4	8.7	25.0
	5	9	4.4	8.7	33.7
	6	11	5.4	10.6	44.2
	7	17	8.3	16.3	60.6
	8	15	7.4	14.4	75.0
	9	10	4.9	9.6	84.6
	10	13	6.4	12.5	97.1
	11	1	.5	1.0	98.1
	12	2	1.0	1.9	100.0
		Total	104	51.0	100.0
Missing	System	100	49.0		
Total		204	100.0		

Assist HR decisions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2	1.0	2.0	2.0
	3	3	1.5	3.0	5.0
	4	3	1.5	3.0	8.0
	5	2	1.0	2.0	10.0
	6	8	3.9	8.0	18.0
	7	12	5.9	12.0	30.0
	8	7	3.4	7.0	37.0
	9	17	8.3	17.0	54.0
	10	15	7.4	15.0	69.0
	11	17	8.3	17.0	86.0
	12	14	6.9	14.0	100.0
		Total	100	49.0	100.0
Missing	System	104	51.0		
Total		204	100.0		

Career Counselling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	.5	1.0	1.0
	3	3	1.5	3.0	4.0
	4	4	2.0	4.0	7.9
	5	10	4.9	9.9	17.8
	6	9	4.4	8.9	26.7
	7	7	3.4	6.9	33.7
	8	13	6.4	12.9	46.5
	9	11	5.4	10.9	57.4
	10	15	7.4	14.9	72.3
	11	15	7.4	14.9	87.1
	12	13	6.4	12.9	100.0
	Total		101	49.5	100.0
Missing	System	103	50.5		
Total		204	100.0		

Determine bonus payment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.0	2.4	2.4
	2	1	.5	1.2	3.6
	3	5	2.5	6.0	9.5
	4	4	2.0	4.8	14.3
	5	6	2.9	7.1	21.4
	6	4	2.0	4.8	26.2
	7	5	2.5	6.0	32.1
	8	7	3.4	8.3	40.5
	9	6	2.9	7.1	47.6
	10	9	4.4	10.7	58.3
	11	15	7.4	17.9	76.2
	12	20	9.8	23.8	100.0
Total		84	41.2	100.0	
Missing	System	120	58.8		
Total		204	100.0		

Identify training and development needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	3.9	5.8	5.8
	2	25	12.3	18.2	24.1
	3	30	14.7	21.9	46.0
	4	20	9.8	14.6	60.6
	5	19	9.3	13.9	74.5
	6	15	7.4	10.9	85.4
	7	6	2.9	4.4	89.8
	8	2	1.0	1.5	91.2
	9	5	2.5	3.6	94.9
	10	3	1.5	2.2	97.1
	11	3	1.5	2.2	99.3
	12	1	.5	.7	100.0
	Total	137	67.2	100.0	
Missing	System	67	32.8		
Total		204	100.0		

Improve communications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.5	.8	.8
	2	12	5.9	9.8	10.7
	3	14	6.9	11.5	22.1
	4	19	9.3	15.6	37.7
	5	23	11.3	18.9	56.6
	6	12	5.9	9.8	66.4
	7	7	3.4	5.7	72.1
	8	7	3.4	5.7	77.9
	9	10	4.9	8.2	86.1
	10	9	4.4	7.4	93.4
	11	4	2.0	3.3	96.7
	12	4	2.0	3.3	100.0
	Total	122	59.8	100.0	
Missing	System	82	40.2		
Total		204	100.0		

Improve future performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	29	14.2	22.0	22.0
	2	27	13.2	20.5	42.4
	3	21	10.3	15.9	58.3
	4	24	11.8	18.2	76.5
	5	10	4.9	7.6	84.1
	6	8	3.9	6.1	90.2
	7	7	3.4	5.3	95.5
	8	4	2.0	3.0	98.5
	9	1	.5	.8	99.2
	10	1	.5	.8	100.0
	Total	132	64.7	100.0	
Missing	System	72	35.3		
Total		204	100.0		

Provide feedback on performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	22	10.8	16.8	16.8
	2	17	8.3	13.0	29.8
	3	32	15.7	24.4	54.2
	4	15	7.4	11.5	65.6
	5	21	10.3	16.0	81.7
	6	10	4.9	7.6	89.3
	7	8	3.9	6.1	95.4
	8	2	1.0	1.5	96.9
	9	2	1.0	1.5	98.5
	10	1	.5	.8	99.2
	12	1	.5	.8	100.0
		Total	131	64.2	100.0
Missing	System	73	35.8		
Total		204	100.0		

Secure feedback on supervisory/managerial effectiveness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	2.5	4.5	4.5
	3	1	.5	.9	5.4
	4	3	1.5	2.7	8.0
	5	6	2.9	5.4	13.4
	6	17	8.3	15.2	28.6
	7	19	9.3	17.0	45.5
	8	25	12.3	22.3	67.9
	9	9	4.4	8.0	75.9
	10	6	2.9	5.4	81.3
	11	13	6.4	11.6	92.9
	12	8	3.9	7.1	100.0
		Total	112	54.9	100.0
Missing	System	92	45.1		
Total		204	100.0		

Strengthen commitment and motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	2.0	3.2	3.2
	2	9	4.4	7.3	10.5
	3	14	6.9	11.3	21.8
	4	13	6.4	10.5	32.3
	5	12	5.9	9.7	41.9
	6	22	10.8	17.7	59.7
	7	19	9.3	15.3	75.0
	8	14	6.9	11.3	86.3
	9	11	5.4	8.9	95.2
	10	5	2.5	4.0	99.2
	11	1	.5	.8	100.0
	Total	124	60.8	100.0	
Missing	System	80	39.2		
Total		204	100.0		

Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	198	97.1	97.1	97.1
Delivery of Org. strategy is No. 1	1	.5	.5	97.5
Feeds into companies strategic plan	1	.5	.5	98.0
Focus on behaviour. We measure both performance(wha	1	.5	.5	98.5
Our system is not currently linked to pay or bonus.	1	.5	.5	99.0
ranking changes based on objectives at any time or l	1	.5	.5	99.5
We can maximise the experience and expectations of o	1	.5	.5	100.0
Total	204	100.0	100.0	

Question 26:

Statistics

How often are staff appraised in your organisation?

N	Valid	147
	Missing	57

How often are staff appraised in your organisation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Annual	82	40.2	55.8	55.8
	Bi-Annual	38	18.6	25.9	81.6
	Rolling	27	13.2	18.4	100.0
	Total	147	72.1	100.0	
Missing	System	57	27.9		
Total		204	100.0		

Question 27: Is the appraisal form used by your organisation paper based, online based or both paper and online based?

Statistics

Is the appraisal form used by your organisation:

N	Valid	144
	Missing	60

Is the appraisal form used by your organisation:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Paper based	99	48.5	68.8	68.8
	Online based	15	7.4	10.4	79.2
	Both Paper and Online based	30	14.7	20.8	100.0
	Total	144	70.6	100.0	
Missing	System	60	29.4		
Total		204	100.0		

Question 28: Please indicate which one or combination of the following mechanisms or schemes in the performance management process are used by your organisation to appraise your staff. Also please indicate how effective you believe these are in achieving the above objectives.

Self Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	30	14.7	22.2	22.2
	Mostly effective	35	17.2	25.9	48.1
	Partly effective	21	10.3	15.6	63.7
	Not effective	2	1.0	1.5	65.2
	"Not Used"	47	23.0	34.8	100.0
	Total	135	66.2	100.0	
Missing	System	69	33.8		
Total		204	100.0		

Peer Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	13	6.4	10.2	10.2
	Mostly effective	19	9.3	15.0	25.2
	Partly Effective	11	5.4	8.7	33.9
	"Not Used"	84	41.2	66.1	100.0
	Total	127	62.3	100.0	
Missing	System	77	37.7		
Total		204	100.0		

Customer Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	12	5.9	9.7	9.7
	Mostly effective	15	7.4	12.1	21.8
	Mostly effective	5	2.5	4.0	25.8
	Not effective	92	45.1	74.2	100.0
	Total	124	60.8	100.0	
Missing	System	80	39.2		
Total		204	100.0		

Subordinate Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	10	4.9	8.3	8.3
	Mostly effective	16	7.8	13.2	21.5
	Partly effective	8	3.9	6.6	28.1
	Not effective	3	1.5	2.5	30.6
	"Not Used"	84	41.2	69.4	100.0
	Total	121	59.3	100.0	
Missing	System	83	40.7		
Total		204	100.0		

360-Degree Appraisal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	13	6.4	10.7	10.7
	Mostly effective	10	4.9	8.3	19.0
	Partly effective	6	2.9	5.0	24.0
	Not used	92	45.1	76.0	100.0
	Total	121	59.3	100.0	
Missing	System	83	40.7		
Total		204	100.0		

Team Development Plan (TDP)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	14	6.9	11.1	11.1
	Mostly effective	14	6.9	11.1	22.2
	Partly effective	8	3.9	6.3	28.6
	Not used	90	44.1	71.4	100.0
	Total	126	61.8	100.0	
Missing	System	78	38.2		
Total		204	100.0		

Personal Development Plan (PDP)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	38	18.6	27.9	27.9
	Mostly effective	51	25.0	37.5	65.4
	Partly effective	13	6.4	9.6	75.0
	Not effective	1	.5	.7	75.7
	Not used	33	16.2	24.3	100.0
	Total	136	66.7	100.0	
Missing	System	68	33.3		
Total		204	100.0		

Performance Related Pay (PRP)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	17	8.3	13.4	13.4
	Mostly effective	22	10.8	17.3	30.7
	Partly effective	11	5.4	8.7	39.4
	Not effective	2	1.0	1.6	40.9
	Not used	75	36.8	59.1	100.0
	Total	127	62.3	100.0	
Missing	System	77	37.7		
Total		204	100.0		

Balanced Scorecard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	8	3.9	6.7	6.7
	Mostly effective	7	3.4	5.9	12.6
	Partly effective	4	2.0	3.4	16.0
	Not used	100	49.0	84.0	100.0
	Total	119	58.3	100.0	
Missing	System	85	41.7		
Total		204	100.0		

Objective setting and review

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	52	25.5	38.5	38.5
	Mostly effective	39	19.1	28.9	67.4
	Partly effective	5	2.5	3.7	71.1
	Not effective	2	1.0	1.5	72.6
	Not used	37	18.1	27.4	100.0
	Total	135	66.2	100.0	
Missing	System	69	33.8		
Total		204	100.0		

Competency assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	27	13.2	21.1	21.1
	Mostly effective	23	11.3	18.0	39.1
	Partly effective	10	4.9	7.8	46.9
	Not used	68	33.3	53.1	100.0
	Total	128	62.7	100.0	
Missing	System	76	37.3		
Total		204	100.0		

Rating scale

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	15	7.4	11.9	11.9
	Mostly effective	27	13.2	21.4	33.3
	Partly effective	12	5.9	9.5	42.9
	Not effective	2	1.0	1.6	44.4
	Not used	70	34.3	55.6	100.0
	Total	126	61.8	100.0	
Missing	System	78	38.2		
Total		204	100.0		

Ranking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	5	2.5	4.3	4.3
	Mostly effective	1	.5	.9	5.1
	Partly effective	5	2.5	4.3	9.4
	Not effective	1	.5	.9	10.3
	Not used	105	51.5	89.7	100.0
	Total	117	57.4	100.0	
Missing	System	87	42.6		
Total		204	100.0		

Paired Comparison

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	1	.5	.9	.9
	Mostly effective	2	1.0	1.7	2.6
	Partly effective	1	.5	.9	3.4
	Not used	112	54.9	96.6	100.0
	Total	116	56.9	100.0	
Missing	System	88	43.1		
Total		204	100.0		

Forced Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	3	1.5	2.6	2.6
	Mostly effective	4	2.0	3.4	6.0
	Partly effective	6	2.9	5.2	11.2
	Not used	103	50.5	88.8	100.0
	Total	116	56.9	100.0	
Missing	System	88	43.1		
Total		204	100.0		

Descriptive Essay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	3	1.5	2.6	2.6
	Mostly effective	4	2.0	3.4	6.0
	Partly effective	2	1.0	1.7	7.8
	Not used	107	52.5	92.2	100.0
	Total	116	56.9	100.0	
Missing	System	88	43.1		
Total		204	100.0		

Critical Incident

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	5	2.5	4.3	4.3
	Mostly effective	2	1.0	1.7	6.0
	Not effective	2	1.0	1.7	7.8
	Not used	107	52.5	92.2	100.0
	Total	116	56.9	100.0	
Missing	System	88	43.1		
Total		204	100.0		

Question 29

Q29 Factors which inhibit the effectiveness of your organisation's PM processes (rank order)

	1	2	3	4	5	6	7	8	9
Failure to review/monitor system	14	18	18	16	4	4	8	7	37
Lack of follow up	33	23	14	16	8	5	5	1	21
Lack of managerial support	25	11	16	10	13	5	2	5	39
Lack of staff support	8	11	13	15	13	9	8	4	45
Lack of training for line managers	7	9	14	10	9	11	7	5	54
Link with pay rise	8	9	5	6	11	10	12	14	51
Subjectivity/bias in appraisal	16	15	12	7	4	12	13	5	42
Too much paperwork	14	13	10	5	11	8	6	19	40

Q29 Factors which inhibit the effectiveness of your organisation's PM processes (rank order)

	1	2	3	4	5	6	7	8	9
Failure to review/monitor system	11%	14%	14%	13%	3%	3%	6%	6%	29%
Lack of follow up	26%	18%	11%	13%	6%	4%	4%	1%	17%
Lack of managerial support	20%	9%	13%	8%	10%	4%	2%	4%	31%
Lack of staff support	6%	9%	10%	12%	10%	7%	6%	3%	36%
Lack of training for line managers	6%	7%	11%	8%	7%	9%	6%	4%	43%
Link with pay rise	6%	7%	4%	5%	9%	8%	10%	11%	40%
Subjectivity/bias in appraisal	13%	12%	10%	6%	3%	10%	10%	4%	33%
Too much paperwork	11%	10%	8%	4%	9%	6%	5%	15%	32%

Question 30:

Is your organisation proposing to make any changes to its performance management arrangements over the next 12 months to increase its effectiveness?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	56	27.5	38.1	38.1
No	63	30.9	42.9	81.0
Don't know	28	13.7	19.0	100.0
Total	147	72.1	100.0	
Missing System	57	27.9		
Total	204	100.0		

Question 31:

Does your organisation have a formal system for evaluating the effectiveness of its performance management arrangements?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	65	31.9	43.0	43.0
	No	86	42.2	57.0	100.0
	Total	151	74.0	100.0	
Missing	System	53	26.0		
Total		204	100.0		

If Yes, which method is used?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Attitude Surveys	10	4.9	15.4	15.4
	Focus Groups/Workshops	4	2.0	6.2	21.5
	Formal Verbal Feedback	2	1.0	3.1	24.6
	HR Quality Review Group	11	5.4	16.9	41.5
	Combination of all/some of the above	32	15.7	49.2	90.8
	Other	6	2.9	9.2	100.0
	Total	65	31.9	100.0	
Missing	System	139	68.1		
Total		204	100.0		

Question 32:

In general how effective has your organisation's performance management process been in improving overall performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	24	11.8	16.1	16.1
	Effective	54	26.5	36.2	52.3
	Moderately Effective	60	29.4	40.3	92.6
	Ineffective	7	3.4	4.7	97.3
	Don't know	4	2.0	2.7	100.0
	Total	149	73.0	100.0	
Missing	System	55	27.0		
Total		204	100.0		

Appendix XVII: Crosstabulation of the four research objectives between the private and public sector, including the chi-Square tests of independence results for each one

Research Objective 1: The comparative level of incidence of performance management practice amongst public and private (Irish and foreign owned) sector organisations.

Question1: Does your organisation operate formal performance management processes? * Is the organisation in public or private ownership?

Crosstabulation

			Is the organisation in public or private ownership?		Total
			Private	Public	
Does your organisation operate formal performance management processes?	Yes	Count % within Is the organisation in public or private ownership?	99 66.0%	49 90.7%	148 72.5%
	No	Count % within Is the organisation in public or private ownership?	51 34.0%	5 9.3%	56 27.5%
Total		Count % within Is the organisation in public or private ownership?	150 100.0%	54 100.0%	204 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	12.204(b)	1	.000		
Continuity Correction(a)	10.993	1	.001		
Likelihood Ratio	14.151	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	12.144	1	.000		
N of Valid Cases	204				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.82.

Research Objective No 2: How performance management is practiced by these organisations including the mechanisms used, cross-referenced with the question, is your organisation in public or private ownership?

Question 7: Is your organisation unionised? *Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	
Is your organisation unionised?	Yes	Count % within Is the organisation in public or private ownership?	67 44.7%	52 96.3%	119 58.3%
	No	Count % within Is the organisation in public or private ownership?	83 55.3%	2 3.7%	85 41.7%
Total		Count % within Is the organisation in public or private ownership?	150 100.0%	54 100.0%	204 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	43.546(b)	1	.000		
Continuity Correction(a)	41.448	1	.000		
Likelihood Ratio	53.768	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	43.332	1	.000		
N of Valid Cases	204				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.50.

Question 7: If 'Yes' approximately what percentage of Full Time staff are members of a union? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Full Time staff are members of a union?	<50%	Count % within Is the organisation in public or private ownership?	23 34.8%	5 11.1%	28 25.2%
	50%+	Count % within Is the organisation in public or private ownership?	43 65.2%	40 88.9%	83 74.8%
Total		Count % within Is the organisation in public or private ownership?	66 100.0%	45 100.0%	111 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.852(b)	1	.028		
Continuity Correction(a)	4.018	1	.045		
Likelihood Ratio	5.080	1	.024		
Fisher's Exact Test				.031	.021
Linear-by-Linear Association	4.814	1	.028		
N of Valid Cases	127				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.56.

Question 7: If 'Yes' what percentage of Part-Time staff are members of a union? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Part Time staff are members of a union?	<50%	Count % within Is the organisation in public or private ownership?	23 56.1%	11 31.4%	34 44.7%
	50%+	Count % within Is the organisation in public or private ownership?	18 43.9%	24 68.6%	42 55.3%
Total		Count % within Is the organisation in public or private ownership?	41 100.0%	35 100.0%	76 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.648(b)	1	.031		
Continuity Correction(a)	3.703	1	.054		
Likelihood Ratio	4.714	1	.030		
Fisher's Exact Test				.039	.027
Linear-by-Linear Association	4.587	1	.032		
N of Valid Cases	76				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.66.

Question 7: If 'Yes' what percentage of Contract staff are members of a union? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Contract staff are members of a union?	<50%	Count % within Is the organisation in public or private ownership?	26 78.8%	10 50.0%	36 67.9%
	50%+	Count % within Is the organisation in public or private ownership?	7 21.2%	10 50.0%	17 32.1%
Total		Count % within Is the organisation in public or private ownership?	33 100.0%	20 100.0%	53 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.737(b)	1	.030		
Continuity Correction(a)	3.508	1	.061		
Likelihood Ratio	4.677	1	.031		
Fisher's Exact Test				.038	.031
Linear-by-Linear Association	4.647	1	.031		
N of Valid Cases	53				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.42.

Question 7: If 'Yes' what percentage of Other staff are members of a union? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Other staff are members of a union?	<50%	Count % within Is the organisation in public or private ownership?	15 83.3%	4 80.0%	19 82.6%
	50%+	Count % within Is the organisation in public or private ownership?	3 16.7%	1 20.0%	4 17.4%
Total		Count % within Is the organisation in public or private ownership?	18 100.0%	5 100.0%	23 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.030(b)	1	.862		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.029	1	.864		
Fisher's Exact Test				1.000	.654
Linear-by-Linear Association	.029	1	.865		
N of Valid Cases	23				

a Computed only for a 2x2 table

b 3 cells (75.0%) have expected count less than 5. The minimum expected count is .87.

**Question 8 a: Approximately what percentage of Senior Managers is in this process? *
Is the organisation in public or private ownership?**

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Line Managers/Team Leaders are in this process?	<50%	Count % within Is the organisation in public or private ownership?	5 5.2%	2 4.1%	7 4.8%
	50%+	Count % within Is the organisation in public or private ownership?	91 94.8%	47 95.9%	138 95.2%
Total		Count % within Is the organisation in public or private ownership?	96 100.0%	49 100.0%	145 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.090(b)	1	.765		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.092	1	.762		
Fisher's Exact Test				1.000	.560
Linear-by-Linear Association	.089	1	.765		
N of Valid Cases	145				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.37.

Question 8 b: Approximately what percentage of Line Managers/Team Leaders is in this process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Line Managers/Team Leaders are in this process?	<50%	Count % within Is the organisation in public or private ownership?	5 5.2%	2 4.1%	7 4.8%
	50%+	Count % within Is the organisation in public or private ownership?	91 94.8%	47 95.9%	138 95.2%
Total		Count % within Is the organisation in public or private ownership?	96 100.0%	49 100.0%	145 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.090(b)	1	.765		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.092	1	.762		
Fisher's Exact Test				1.000	.560
Linear-by-Linear Association	.089	1	.765		
N of Valid Cases	145				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.37.

Question 8 c: Approximately what percentage of Skilled/Technical /Clerical Staff is in this process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage Skilled/Technical/Clerical staff is in this process?	<50%	Count % within Is the organisation in public or private ownership?	13 13.5%	5 11.1%	18 12.8%
	50%+	Count % within Is the organisation in public or private ownership?	83 86.5%	40 88.9%	123 87.2%
Total		Count % within Is the organisation in public or private ownership?	96 100.0%	45 100.0%	141 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.163(b)	1	.687		
Continuity Correction(a)	.018	1	.895		
Likelihood Ratio	.166	1	.684		
Fisher's Exact Test				.792	.457
Linear-by-Linear Association	.161	1	.688		
N of Valid Cases	141				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.74.

Question 8 d: Approximately what percentage of Manual/Blue-collar staff is in this process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Manual/Blue-Collar staff is in this process?	<50%	Count % within Is the organisation in public or private ownership?	28 35.0%	6 14.3%	34 27.9%
	50%+	Count % within Is the organisation in public or private ownership?	52 65.0%	36 85.7%	88 72.1%
Total		Count % within Is the organisation in public or private ownership?	80 100.0%	42 100.0%	122 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.879(b)	1	.015		
Continuity Correction(a)	4.893	1	.027		
Likelihood Ratio	6.336	1	.012		
Fisher's Exact Test				.019	.012
Linear-by-Linear Association	5.830	1	.016		
N of Valid Cases	122				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.70.

Question 9 a: Approximately what percentage of Full Time staff is covered in this process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Full Time staff is covered in this process?	<50%	Count % within Is the organisation in public or private ownership?	10 10.6%	5 10.9%	15 10.7%
	50%+	Count % within Is the organisation in public or private ownership?	84 89.4%	41 89.1%	125 89.3%
Total		Count % within Is the organisation in public or private ownership?	94 100.0%	46 100.0%	140 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.002(b)	1	.967		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.002	1	.967		
Fisher's Exact Test				1.000	.588
Linear-by-Linear Association	.002	1	.967		
N of Valid Cases	140				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.93.

Question 9 b: Approximately what percentage of Part-Time staff is covered in this process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Part-Time staff is covered in this process?	<50%	Count % within Is the organisation in public or private ownership?	17 21.5%	9 23.1%	26 22.0%
	50%+	Count % within Is the organisation in public or private ownership?	62 78.5%	30 76.9%	92 78.0%
Total		Count % within Is the organisation in public or private ownership?	79 100.0%	39 100.0%	118 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.037(b)	1	.848		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.037	1	.848		
Fisher's Exact Test				1.000	.511
Linear-by-Linear Association	.037	1	.848		
N of Valid Cases	118				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.59.

Question 9 c: Approximately what percentage of Contract staff is covered in this process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Contract staff is covered in this process?	<50%	Count % within Is the organisation in public or private ownership?	28 49.1%	6 19.4%	34 38.6%
	50%+	Count % within Is the organisation in public or private ownership?	29 50.9%	25 80.6%	54 61.4%
Total		Count % within Is the organisation in public or private ownership?	57 100.0%	31 100.0%	88 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.505(b)	1	.006		
Continuity Correction(a)	6.302	1	.012		
Likelihood Ratio	7.945	1	.005		
Fisher's Exact Test				.007	.005
Linear-by-Linear Association	7.420	1	.006		
N of Valid Cases	88				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.98.

Question 9 d: What percentage of Other staff is covered in this process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Other staff is covered in this process?	<50%	Count % within Is the organisation in public or private ownership?	22 59.5%	7 38.9%	29 52.7%
	50%+	Count % within Is the organisation in public or private ownership?	15 40.5%	11 61.1%	26 47.3%
Total		Count % within Is the organisation in public or private ownership?	37 100.0%	18 100.0%	55 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.056(b)	1	.152		
Continuity Correction(a)	1.313	1	.252		
Likelihood Ratio	2.065	1	.151		
Fisher's Exact Test				.249	.126
Linear-by-Linear Association	2.018	1	.155		
N of Valid Cases	55				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.51.

Question 10: Does the process link organisation, team and individual plans? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Does the process link organisation, team and individual plans?	Yes	Count % within Is the organisation in public or private ownership?	87 87.9%	47 97.9%	134 91.2%
	No	Count % within Is the organisation in public or private ownership?	12 12.1%	1 2.1%	13 8.8%
Total		Count % within Is the organisation in public or private ownership?	99 100.0%	48 100.0%	147 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.040(b)	1	.044		
Continuity Correction(a)	2.891	1	.089		
Likelihood Ratio	5.028	1	.025		
Fisher's Exact Test				.061	.036
Linear-by-Linear Association	4.013	1	.045		
N of Valid Cases	147				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.24.

**Question 11: Does the process include the review and appraisal of staff performance? *
Is the organisation in public or private ownership?**

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Does the process include the review and appraisal of staff performance?	Yes	Count % within Is the organisation in public or private ownership?	97 94.2%	44 89.8%	141 92.8%
	No	Count % within Is the organisation in public or private ownership?	6 5.8%	5 10.2%	11 7.2%
Total		Count % within Is the organisation in public or private ownership?	103 100.0%	49 100.0%	152 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.948(b)	1	.330		
Continuity Correction(a)	.408	1	.523		
Likelihood Ratio	.901	1	.342		
Fisher's Exact Test				.334	.255
Linear-by-Linear Association	.942	1	.332		
N of Valid Cases	152				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.55.

Question 12: Does the process include One-to One meetings between Line Manager and Staff only or can it embrace Team-based performance management also? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Does this process include One to One meetings between Line Manager and Staff only or can it embrace Team-Based performance management also?	One to One	Count	79	36	115
		% within Is the organisation in public or private ownership?	79.8%	75.0%	78.2%
	Team Based	Count	1	2	3
		% within Is the organisation in public or private ownership?	1.0%	4.2%	2.0%
	One to One & Team based	Count	19	10	29
		% within Is the organisation in public or private ownership?	19.2%	20.8%	19.7%
Total		Count	99	48	147
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.718(a)	2	.424
Likelihood Ratio	1.588	2	.452
Linear-by-Linear Association	.209	1	.648
N of Valid Cases	147		

a 2 cells (33.3%) have expected count less than 5. The minimum expected count is .98.

Question 13: Does your organisation support the process through additional training and development for any category of staff? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Does your organisation support the process through additional training and development for any category of staff?	Yes	Count % within Is the organisation in public or private ownership?	97 94.2%	43 93.5%	140 94.0%
	No	Count % within Is the organisation in public or private ownership?	6 5.8%	3 6.5%	9 6.0%
Total		Count % within Is the organisation in public or private ownership?	103 100.0%	46 100.0%	149 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.027(b)	1	.869		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.027	1	.870		
Fisher's Exact Test				1.000	.565
Linear-by-Linear Association	.027	1	.869		
N of Valid Cases	149				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.78.

Question 14: Did your organisation have a performance management/appraisal process for any employee category at any time in the last 10 years? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Did your organisation have a performance management/appraisal process for any employee category at any time in the last 10 years?	Yes	Count % within Is the organisation in public or private ownership?	42 64.6%	8 50.0%	50 61.7%
	No	Count % within Is the organisation in public or private ownership?	23 35.4%	8 50.0%	31 38.3%
Total		Count % within Is the organisation in public or private ownership?	65 100.0%	16 100.0%	81 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.161(b)	1	.281		
Continuity Correction(a)	.625	1	.429		
Likelihood Ratio	1.137	1	.286		
Fisher's Exact Test				.390	.213
Linear-by-Linear Association	1.147	1	.284		
N of Valid Cases	81				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.12.

If 'Yes' to Q14 was Self-Appraisal used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Self Appraisal used?	No	Count % within Is the organisation in public or private ownership?	24 53.3%	7 87.5%	31 58.5%
	Yes	Count % within Is the organisation in public or private ownership?	21 46.7%	1 12.5%	22 41.5%
Total		Count % within Is the organisation in public or private ownership?	45 100.0%	8 100.0%	53 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.266(b)	1	.071		
Continuity Correction(a)	2.010	1	.156		
Likelihood Ratio	3.726	1	.054		
Fisher's Exact Test				.120	.074
Linear-by-Linear Association	3.204	1	.073		
N of Valid Cases	53				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.32.

If 'Yes' to Q14 was Peer Appraisal used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Peer Appraisal used?	No	Count % within Is the organisation in public or private ownership?	27 61.4%	7 87.5%	34 65.4%
	Yes	Count % within Is the organisation in public or private ownership?	17 38.6%	1 12.5%	18 34.6%
Total		Count % within Is the organisation in public or private ownership?	44 100.0%	8 100.0%	52 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.043(b)	1	.153		
Continuity Correction(a)	1.051	1	.305		
Likelihood Ratio	2.351	1	.125		
Fisher's Exact Test				.236	.153
Linear-by-Linear Association	2.004	1	.157		
N of Valid Cases	52				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.77.

If 'Yes' to Q14 was Subordinate Appraisal' used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Subordinate Appraisal used?	No	Count % within Is the organisation in public or private ownership?	33 75.0%	8 100.0%	41 78.8%
	Yes	Count % within Is the organisation in public or private ownership?	11 25.0%	0 .0%	11 21.2%
Total		Count % within Is the organisation in public or private ownership?	44 100.0%	8 100.0%	52 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.537(b)	1	.111		
Continuity Correction(a)	1.259	1	.262		
Likelihood Ratio	4.177	1	.041		
Fisher's Exact Test				.178	.127
Linear-by-Linear Association	2.488	1	.115		
N of Valid Cases	52				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.69.

If 'Yes' to Q14 was Customer Appraisal used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Customer Appraisal used?	No	Count % within Is the organisation in public or private ownership?	36 81.8%	7 87.5%	43 82.7%
	Yes	Count % within Is the organisation in public or private ownership?	8 18.2%	1 12.5%	9 17.3%
Total		Count % within Is the organisation in public or private ownership?	44 100.0%	8 100.0%	52 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.153(b)	1	.696		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.164	1	.686		
Fisher's Exact Test				1.000	.578
Linear-by-Linear Association	.150	1	.699		
N of Valid Cases	52				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.38.

If 'Yes' to Q14 was 360 Appraisal used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was 360 Degree Appraisal used?	No	Count % within Is the organisation in public or private ownership?	34 79.1%	7 87.5%	41 80.4%
	Yes	Count % within Is the organisation in public or private ownership?	9 20.9%	1 12.5%	10 19.6%
Total		Count % within Is the organisation in public or private ownership?	43 100.0%	8 100.0%	51 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.304(b)	1	.581		
Continuity Correction(a)	.004	1	.947		
Likelihood Ratio	.333	1	.564		
Fisher's Exact Test				1.000	.503
Linear-by-Linear Association	.298	1	.585		
N of Valid Cases	51				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.57.

**If 'Yes' to Q14 was TDP used? * Is the organisation in public or private ownership?
Crosstab**

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Team Development Plan (TDP) used?	No	Count % within Is the organisation in public or private ownership?	38 88.4%	6 75.0%	44 86.3%
	Yes	Count % within Is the organisation in public or private ownership?	5 11.6%	2 25.0%	7 13.7%
Total		Count % within Is the organisation in public or private ownership?	43 100.0%	8 100.0%	51 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.019(b)	1	.313		
Continuity Correction(a)	.202	1	.653		
Likelihood Ratio	.885	1	.347		
Fisher's Exact Test				.300	.300
Linear-by-Linear Association	.999	1	.318		
N of Valid Cases	51				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.10.

**If 'Yes' to Q14 was PDP used? * Is the organisation in public or private ownership?
Crosstab**

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Personal Development Plan (PDP) used?	No	Count % within Is the organisation in public or private ownership?	24 51.1%	2 25.0%	26 47.3%
	Yes	Count % within Is the organisation in public or private ownership?	23 48.9%	6 75.0%	29 52.7%
Total		Count % within Is the organisation in public or private ownership?	47 100.0%	8 100.0%	55 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.863(b)	1	.172		
Continuity Correction(a)	.964	1	.326		
Likelihood Ratio	1.951	1	.163		
Fisher's Exact Test				.257	.164
Linear-by-Linear Association	1.829	1	.176		
N of Valid Cases	55				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.78.

If 'Yes' to Q14 was PRP used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Performance Related Pay used?	No	Count % within Is the organisation in public or private ownership?	32 69.6%	6 75.0%	38 70.4%
	Yes	Count % within Is the organisation in public or private ownership?	14 30.4%	2 25.0%	16 29.6%
Total		Count % within Is the organisation in public or private ownership?	46 100.0%	8 100.0%	54 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.097(b)	1	.756		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.099	1	.753		
Fisher's Exact Test				1.000	.559
Linear-by-Linear Association	.095	1	.758		
N of Valid Cases	54				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.37.

If 'Yes' to Q14 was Balanced Scorecard used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Balanced Scorecard used?	No	Count % within Is the organisation in public or private ownership?	38 88.4%	8 100.0%	46 90.2%
	Yes	Count % within Is the organisation in public or private ownership?	5 11.6%	0 .0%	5 9.8%
Total		Count % within Is the organisation in public or private ownership?	43 100.0%	8 100.0%	51 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.031(b)	1	.310		
Continuity Correction(a)	.136	1	.713		
Likelihood Ratio	1.805	1	.179		
Fisher's Exact Test				.580	.410
Linear-by-Linear Association	1.011	1	.315		
N of Valid Cases	51				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .78.

If 'Yes' to Q14 was Objective Setting and Review used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Objective Setting & Review used?	No	Count % within Is the organisation in public or private ownership?	21 46.7%	7 77.8%	28 51.9%
	Yes	Count % within Is the organisation in public or private ownership?	24 53.3%	2 22.2%	26 48.1%
Total		Count % within Is the organisation in public or private ownership?	45 100.0%	9 100.0%	54 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.908(b)	1	.088		
Continuity Correction(a)	1.795	1	.180		
Likelihood Ratio	3.068	1	.080		
Fisher's Exact Test				.144	.089
Linear-by-Linear Association	2.854	1	.091		
N of Valid Cases	54				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 4.33.

If 'Yes' to Q14 was Competency Assessment used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Competency Assesment used?	No	Count % within Is the organisation in public or private ownership?	26 60.5%	7 87.5%	33 64.7%
	Yes	Count % within Is the organisation in public or private ownership?	17 39.5%	1 12.5%	18 35.3%
Total		Count % within Is the organisation in public or private ownership?	43 100.0%	8 100.0%	51 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.159(b)	1	.142		
Continuity Correction(a)	1.137	1	.286		
Likelihood Ratio	2.482	1	.115		
Fisher's Exact Test				.233	.143
Linear-by-Linear Association	2.116	1	.146		
N of Valid Cases	51				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.82.

If 'Yes' to Q14 was Rating Scale used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Rating Scale used?	No	Count % within Is the organisation in public or private ownership?	32 71.1%	6 75.0%	38 71.7%
	Yes	Count % within Is the organisation in public or private ownership?	13 28.9%	2 25.0%	15 28.3%
Total		Count % within Is the organisation in public or private ownership?	45 100.0%	8 100.0%	53 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.051(b)	1	.822		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.052	1	.820		
Fisher's Exact Test				1.000	.596
Linear-by-Linear Association	.050	1	.824		
N of Valid Cases	53				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.26.

If 'Yes' to Q14 was Ranking used? * Is the organisation in public or private ownership?
Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Ranking used?	No	Count	37	8	45
		% within Is the organisation in public or private ownership?	84.1%	100.0%	86.5%
	Yes	Count	7	0	7
		% within Is the organisation in public or private ownership?	15.9%	.0%	13.5%
Total		Count	44	8	52
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.471(b)	1	.225		
Continuity Correction(a)	.422	1	.516		
Likelihood Ratio	2.529	1	.112		
Fisher's Exact Test				.578	.286
Linear-by-Linear Association	1.442	1	.230		
N of Valid Cases	52				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.08.

If 'Yes' to Q14 was Paired Comparison used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Paired Comparison used?	No	Count	42	8	50
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%
Total		Count	42	8	50
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value
Pearson Chi-Square	.(a)
N of Valid Cases	50

a No statistics are computed because If 'Yes' to q14 was Paired Comparison used? is a constant.

If 'Yes' to Q14 was Forced Distribution used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Forced Distribution used?	No	Count	39	8	47
		% within Is the organisation in public or private ownership?	90.7%	100.0%	92.2%
	Yes	Count	4	0	4
		% within Is the organisation in public or private ownership?	9.3%	.0%	7.8%
Total		Count	43	8	51
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.808(b)	1	.369		
Continuity Correction(a)	.033	1	.855		
Likelihood Ratio	1.427	1	.232		
Fisher's Exact Test				1.000	.494
Linear-by-Linear Association	.792	1	.374		
N of Valid Cases	51				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .63.

If 'Yes' to Q14 was Descriptive Essay used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Descriptive Essay used?	No	Count % within Is the organisation in public or private ownership?	41 97.6%	8 100.0%	49 98.0%
	Yes	Count % within Is the organisation in public or private ownership?	1 2.4%	0 .0%	1 2.0%
Total		Count % within Is the organisation in public or private ownership?	42 100.0%	8 100.0%	50 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.194(b)	1	.659		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.353	1	.553		
Fisher's Exact Test				1.000	.840
Linear-by-Linear Association	.190	1	.663		
N of Valid Cases	50				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .16.

If 'Yes' to Q14 was Descriptive Essay used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Descriptive Essay used?	No	Count % within Is the organisation in public or private ownership?	41 97.6%	8 100.0%	49 98.0%
	Yes	Count % within Is the organisation in public or private ownership?	1 2.4%	0 .0%	1 2.0%
Total		Count % within Is the organisation in public or private ownership?	42 100.0%	8 100.0%	50 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.194(b)	1	.659		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.353	1	.553		
Fisher's Exact Test				1.000	.840
Linear-by-Linear Association	.190	1	.663		
N of Valid Cases	50				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .16.

If 'Yes' to Q14 was Critical Incident used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If 'Yes' to q14 was Critical Essay used?	No	Count % within Is the organisation in public or private ownership?	41 93.2%	8 100.0%	49 94.2%
	Yes	Count % within Is the organisation in public or private ownership?	3 6.8%	0 .0%	3 5.8%
Total		Count % within Is the organisation in public or private ownership?	44 100.0%	8 100.0%	52 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.579(b)	1	.447		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	1.035	1	.309		
Fisher's Exact Test				1.000	.599
Linear-by-Linear Association	.568	1	.451		
N of Valid Cases	52				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .46.

Question 15 a: 'Did not achieve objectives' was a reason for abandoning the process * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
'Did not achieve objectives' was a reason for abandoning the process	Agree	Count % within Is the organisation in public or private ownership?	8 47.1%	1 50.0%	9 47.4%
	Disagree	Count % within Is the organisation in public or private ownership?	9 52.9%	1 50.0%	10 52.6%
Total		Count % within Is the organisation in public or private ownership?	17 100.0%	2 100.0%	19 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.006(b)	1	.937		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.006	1	.937		
Fisher's Exact Test				1.000	.737
Linear-by-Linear Association	.006	1	.939		
N of Valid Cases	19				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .95.

Question 15 b: 'Lack of commitment from Line Managers' was a reason for abandoning the process * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
'Lack of commitment from line managers' was a reason for abandoning the process	Agree	Count % within Is the organisation in public or private ownership?	14 70.0%	1 100.0%	15 71.4%
	Disagree	Count % within Is the organisation in public or private ownership?	6 30.0%	0 .0%	6 28.6%
Total		Count % within Is the organisation in public or private ownership?	20 100.0%	1 100.0%	21 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.420(b)	1	.517		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.693	1	.405		
Fisher's Exact Test				1.000	.714
Linear-by-Linear Association	.400	1	.527		
N of Valid Cases	21				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .29.

Question 15 c: 'Too costly' was a reason for abandoning the process * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
'Too costly' was a reason for abandoning the process	Agree	Count % within Is the organisation in public or private ownership?	2 13.3%	0 .0%	2 12.5%
	Disagree	Count % within Is the organisation in public or private ownership?	13 86.7%	1 100.0%	14 87.5%
Total		Count % within Is the organisation in public or private ownership?	15 100.0%	1 100.0%	16 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.152(b)	1	.696		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.276	1	.599		
Fisher's Exact Test				1.000	.875
Linear-by-Linear Association	.143	1	.705		
N of Valid Cases	16				

a Computed only for a 2x2 table

b 3 cells (75.0%) have expected count less than 5. The minimum expected count is .13.

Question 15 d: 'Too time consuming' was reason for abandoning the process * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
'Too time consuming' was a reason for abandoning the process	Agree	Count % within Is the organisation in public or private ownership?	17 77.3%	0 .0%	17 73.9%
	Disagree	Count % within Is the organisation in public or private ownership?	5 22.7%	1 100.0%	6 26.1%
Total		Count % within Is the organisation in public or private ownership?	22 100.0%	1 100.0%	23 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.962(b)	1	.085		
Continuity Correction(a)	.310	1	.578		
Likelihood Ratio	2.820	1	.093		
Fisher's Exact Test				.261	.261
Linear-by-Linear Association	2.833	1	.092		
N of Valid Cases	23				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .26.

Q16: Have you any plans to introduce a formal performance management process within the next two years? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Have you any plans to introduce a formal performance management process within the next two years?	Yes	Count % within Is the organisation in public or private ownership?	19 42.2%	4 80.0%	23 46.0%
	No	Count % within Is the organisation in public or private ownership?	26 57.8%	1 20.0%	27 54.0%
Total		Count % within Is the organisation in public or private ownership?	45 100.0%	5 100.0%	50 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.585(b)	1	.108		
Continuity Correction(a)	1.288	1	.256		
Likelihood Ratio	2.700	1	.100		
Fisher's Exact Test				.167	.129
Linear-by-Linear Association	2.534	1	.111		
N of Valid Cases	50				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.30.

Question 17: If your organisation is unionised were current performance management arrangements agreed with the union(s)? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If your organisation is unionised were current performance management arrangements agreed with the union(s)?	Yes	Count	14	41	55
		% within Is the organisation in public or private ownership?	31.8%	83.7%	59.1%
	No	Count	30	8	38
		% within Is the organisation in public or private ownership?	68.2%	16.3%	40.9%
Total		Count	44	49	93
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	25.797(b)	1	.000		
Continuity Correction(a)	23.696	1	.000		
Likelihood Ratio	27.143	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	25.520	1	.000		
N of Valid Cases	93				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.98.

Question 18: What was the attitude of the union(s) to its introduction? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
What was the attitude of the union(s) to its introduction?	Positive	Count % within Is the organisation in public or private ownership?	11 32.4%	30 62.5%	41 50.0%
	Not positive	Count % within Is the organisation in public or private ownership?	23 67.6%	18 37.5%	41 50.0%
Total		Count % within Is the organisation in public or private ownership?	34 100.0%	48 100.0%	82 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.235(b)	1	.007		
Continuity Correction(a)	6.080	1	.014		
Likelihood Ratio	7.360	1	.007		
Fisher's Exact Test				.013	.007
Linear-by-Linear Association	7.147	1	.008		
N of Valid Cases	82				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.00.

Question 19: Are the current performance management arrangements: * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Are the current performance management arrangements:	New System	Count % within Is the organisation in public or private ownership?	30 31.9%	34 68.0%	64 44.4%
	Development of older system	Count % within Is the organisation in public or private ownership?	64 68.1%	16 32.0%	80 55.6%
Total		Count % within Is the organisation in public or private ownership?	94 100.0%	50 100.0%	144 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	17.213(b)	1	.000		
Continuity Correction(a)	15.782	1	.000		
Likelihood Ratio	17.427	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	17.093	1	.000		
N of Valid Cases	144				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.22.

Question 20: How long did it take to develop the current process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
How long did it take to develop the current process?	<1 year	Count	32	7	39
		% within Is the organisation in public or private ownership?	34.4%	14.6%	27.7%
	1-2 years	Count	30	17	47
		% within Is the organisation in public or private ownership?	32.3%	35.4%	33.3%
	>2 years	Count	31	24	55
		% within Is the organisation in public or private ownership?	33.3%	50.0%	39.0%
Total	Count	93	48	141	
	% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.848 ^a	2	.033
Likelihood Ratio	7.278	2	.026
Linear-by-Linear Association	6.403	1	.011
N of Valid Cases	141		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.28.

**Question 21 a: Did All Staff contribute to the development and design of the process? *
Is the organisation in public or private ownership?**

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Did All Staff contribute to the development and design of the process?	Yes	Count % within Is the organisation in public or private ownership?	16 33.3%	18 62.1%	34 44.2%
	No	Count % within Is the organisation in public or private ownership?	32 66.7%	11 37.9%	43 55.8%
Total		Count % within Is the organisation in public or private ownership?	48 100.0%	29 100.0%	77 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.054(b)	1	.014		
Continuity Correction(a)	4.944	1	.026		
Likelihood Ratio	6.089	1	.014		
Fisher's Exact Test				.018	.013
Linear-by-Linear Association	5.975	1	.015		
N of Valid Cases	77				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.81.

Question 21 b: Did Senior Managers contribute to the development and design of the process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Did Senior Managers contribute to the development and design of the process?	Yes	Count % within Is the organisation in public or private ownership?	80 95.2%	32 88.9%	112 93.3%
	No	Count % within Is the organisation in public or private ownership?	4 4.8%	4 11.1%	8 6.7%
Total		Count % within Is the organisation in public or private ownership?	84 100.0%	36 100.0%	120 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.633(b)	1	.201		
Continuity Correction(a)	.772	1	.380		
Likelihood Ratio	1.505	1	.220		
Fisher's Exact Test				.239	.187
Linear-by-Linear Association	1.619	1	.203		
N of Valid Cases	120				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 2.40.

Question 21c: Did Line Managers/Team Leaders contribute to the development and design of the process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Did Line Managers/Team Leaders contribute to the development and design of the process?	Yes	Count % within Is the organisation in public or private ownership?	45 78.9%	25 75.8%	70 77.8%
	No	Count % within Is the organisation in public or private ownership?	12 21.1%	8 24.2%	20 22.2%
Total		Count % within Is the organisation in public or private ownership?	57 100.0%	33 100.0%	90 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.123(b)	1	.726		
Continuity Correction(a)	.008	1	.930		
Likelihood Ratio	.122	1	.727		
Fisher's Exact Test				.795	.460
Linear-by-Linear Association	.122	1	.727		
N of Valid Cases	90				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.33.

Question 21d: Did Trade Union Officials contribute to the development and design of the process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Did Trade Union Officials contribute to the development and design of the process?	Yes	Count % within Is the organisation in public or private ownership?	3 13.6%	27 84.4%	30 55.6%
	No	Count % within Is the organisation in public or private ownership?	19 86.4%	5 15.6%	24 44.4%
Total		Count % within Is the organisation in public or private ownership?	22 100.0%	32 100.0%	54 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	26.421(b)	1	.000		
Continuity Correction(a)	23.634	1	.000		
Likelihood Ratio	28.929	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	25.932	1	.000		
N of Valid Cases	54				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.78.

Question 21e: Did Staff Representatives contribute to the development and design of the process? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Did Staff Representatives contribute to the development and design of the process?	Yes	Count % within Is the organisation in public or private ownership?	20 46.5%	27 84.4%	47 62.7%
	No	Count % within Is the organisation in public or private ownership?	23 53.5%	5 15.6%	28 37.3%
Total		Count % within Is the organisation in public or private ownership?	43 100.0%	32 100.0%	75 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.242(b)	1	.001		
Continuity Correction(a)	9.682	1	.002		
Likelihood Ratio	11.967	1	.001		
Fisher's Exact Test				.001	.001
Linear-by-Linear Association	11.093	1	.001		
N of Valid Cases	75				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.95.

Question 21f: Did HR Staff contribute to the development and design of the process? *
Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Did HR Staff contribute to the development and design of the process?	Yes	Count % within Is the organisation in public or private ownership?	70 94.6%	33 91.7%	103 93.6%
	No	Count % within Is the organisation in public or private ownership?	4 5.4%	3 8.3%	7 6.4%
Total		Count % within Is the organisation in public or private ownership?	74 100.0%	36 100.0%	110 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.348(b)	1	.555		
Continuity Correction(a)	.030	1	.862		
Likelihood Ratio	.335	1	.563		
Fisher's Exact Test				.681	.415
Linear-by-Linear Association	.345	1	.557		
N of Valid Cases	110				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.29.

Question 22: Was this contribution made through Partnership principles i.e. As first outlined and promoted by the Irish Govt in the P2000 agreement? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Was this contribution made through Partnership principles i.e. As first outlined and promoted by the Irish Govt in the P2000 agreement?	Yes	Count % within Is the organisation in public or private ownership?	11 16.9%	40 88.9%	51 46.4%
	No	Count % within Is the organisation in public or private ownership?	54 83.1%	5 11.1%	59 53.6%
Total		Count % within Is the organisation in public or private ownership?	65 100.0%	45 100.0%	110 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	55.379(b)	1	.000		
Continuity Correction(a)	52.523	1	.000		
Likelihood Ratio	61.409	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	54.876	1	.000		
N of Valid Cases	110				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.86.

Question 23a: Approximately what percentage of Senior Managers receive training in performance management techniques? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Senior Managers receive training in performance management techniques?	<50%	Count % within Is the organisation in public or private ownership?	19 19.6%	2 4.3%	21 14.7%
	50%+	Count % within Is the organisation in public or private ownership?	78 80.4%	44 95.7%	122 85.3%
Total		Count % within Is the organisation in public or private ownership?	97 100.0%	46 100.0%	143 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.784(b)	1	.016		
Continuity Correction(a)	4.632	1	.031		
Likelihood Ratio	6.910	1	.009		
Fisher's Exact Test				.021	.011
Linear-by-Linear Association	5.744	1	.017		
N of Valid Cases	143				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.76.

Question 23b: Approximately what percentage of Line Managers/Team Leaders receive training in performance management techniques? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Line Managers/Team Leaders receive training in performance management techniques?	<50%	Count % within Is the organisation in public or private ownership?	19 21.1%	2 4.5%	21 15.7%
	50%+	Count % within Is the organisation in public or private ownership?	71 78.9%	42 95.5%	113 84.3%
Total		Count % within Is the organisation in public or private ownership?	90 100.0%	44 100.0%	134 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.136(b)	1	.013		
Continuity Correction(a)	4.947	1	.026		
Likelihood Ratio	7.313	1	.007		
Fisher's Exact Test				.012	.009
Linear-by-Linear Association	6.091	1	.014		
N of Valid Cases	134				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.90.

Question 23c: Approximately what percentage of Skilled/Technical/Clerical staff receives training in performance management techniques? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Skilled/Technical/Clerical staff receives training in performance management techniques?	<50%	Count % within Is the organisation in public or private ownership?	35 56.5%	7 17.5%	42 41.2%
	50%+	Count % within Is the organisation in public or private ownership?	27 43.5%	33 82.5%	60 58.8%
Total			62 100.0%	40 100.0%	102 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	15.230(b)	1	.000		
Continuity Correction(a)	13.664	1	.000		
Likelihood Ratio	16.196	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	15.081	1	.000		
N of Valid Cases	102				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.47.

Question 23d: Approximately what percentage of Manual/Blue-Collar staff receives training in performance management techniques? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Approximately what percentage of Manual/Blue-Collar staff receives training in performance management techniques?	<50%	Count % within Is the organisation in public or private ownership?	44 78.6%	8 22.9%	52 57.1%
	50%+	Count % within Is the organisation in public or private ownership?	12 21.4%	27 77.1%	39 42.9%
Total		Count % within Is the organisation in public or private ownership?	56 100.0%	35 100.0%	91 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	27.300(b)	1	.000		
Continuity Correction(a)	25.072	1	.000		
Likelihood Ratio	28.468	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	27.000	1	.000		
N of Valid Cases	91				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.00.

Question 24: Is there an appeals mechanism which ensures the resolution of any grievances arising from individual /team performance and development review meetings? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Is there an appeals mechanism which ensures the resolution of any grievances arising from individual /team performance and development review meetings?	Yes	Count % within Is the organisation in public or private ownership?	72 75.0%	38 74.5%	110 74.8%
	No	Count % within Is the organisation in public or private ownership?	24 25.0%	13 25.5%	37 25.2%
Total		Count % within Is the organisation in public or private ownership?	96 100.0%	51 100.0%	147 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.004(b)	1	.948		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.004	1	.948		
Fisher's Exact Test				1.000	.549
Linear-by-Linear Association	.004	1	.948		
N of Valid Cases	147				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.84.

Question 26: How often are staff appraised in your organisation? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
How often are staff appraised in your organisation?	Annual	Count	59	23	82
		% within Is the organisation in public or private ownership?	59.6%	47.9%	55.8%
	Bi-Annual	Count	22	16	38
		% within Is the organisation in public or private ownership?	22.2%	33.3%	25.9%
	Rolling	Count	18	9	27
		% within Is the organisation in public or private ownership?	18.2%	18.8%	18.4%
Total	Count	99	48	147	
	% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.340(a)	2	.310
Likelihood Ratio	2.299	2	.317
Linear-by-Linear Association	.801	1	.371
N of Valid Cases	147		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.82.

Question 27: Is the appraisal form used by your organisation: * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Is the appraisal form used by your organisation:	Paper based	Count	63	36	99
		% within Is the organisation in public or private ownership?	64.3%	78.3%	68.8%
	Online based	Count	12	3	15
		% within Is the organisation in public or private ownership?	12.2%	6.5%	10.4%
	Both Paper and Online based	Count	23	7	30
		% within Is the organisation in public or private ownership?	23.5%	15.2%	20.8%
Total	Count	98	46	144	
	% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.897(a)	2	.235
Likelihood Ratio	3.024	2	.220
Linear-by-Linear Association	2.305	1	.129
N of Valid Cases	144		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.79.

Question 28a: Self Appraisal used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Self Appraisal	Not used	Count % within Is the organisation in public or private ownership?	27 30.0%	20 44.4%	47 34.8%
	Used	Count % within Is the organisation in public or private ownership?	63 70.0%	25 55.6%	88 65.2%
Total		Count % within Is the organisation in public or private ownership?	90 100.0%	45 100.0%	135 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.758(b)	1	.097		
Continuity Correction(a)	2.158	1	.142		
Likelihood Ratio	2.717	1	.099		
Fisher's Exact Test				.125	.072
Linear-by-Linear Association	2.738	1	.098		
N of Valid Cases	135				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.67.

Question 28b: Peer Appraisal used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Peer Appraisal	Not used	Count	50	34	84
		% within Is the organisation in public or private ownership?	59.5%	79.1%	66.1%
	Used	Count	34	9	43
		% within Is the organisation in public or private ownership?	40.5%	20.9%	33.9%
Total		Count	84	43	127
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.852(b)	1	.028		
Continuity Correction(a)	4.018	1	.045		
Likelihood Ratio	5.080	1	.024		
Fisher's Exact Test				.031	.021
Linear-by-Linear Association	4.814	1	.028		
N of Valid Cases	127				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.56.

Question 28c: Subordinate Appraisal used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Subordinate Appraisal	Not used	Count % within Is the organisation in public or private ownership?	59 72.8%	25 62.5%	84 69.4%
	Used	Count % within Is the organisation in public or private ownership?	22 27.2%	15 37.5%	37 30.6%
Total		Count % within Is the organisation in public or private ownership?	81 100.0%	40 100.0%	121 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.348(b)	1	.246		
Continuity Correction(a)	.905	1	.341		
Likelihood Ratio	1.326	1	.250		
Fisher's Exact Test				.296	.170
Linear-by-Linear Association	1.337	1	.248		
N of Valid Cases	121				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.23.

Question 28d: Customer Appraisal used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Customer Appraisal	Not used	Count	58	34	92
		% within Is the organisation in public or private ownership?	71.6%	79.1%	74.2%
	Used	Count	23	9	32
		% within Is the organisation in public or private ownership?	28.4%	20.9%	25.8%
Total		Count	81	43	124
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.817(b)	1	.366		
Continuity Correction(a)	.474	1	.491		
Likelihood Ratio	.836	1	.360		
Fisher's Exact Test				.398	.248
Linear-by-Linear Association	.811	1	.368		
N of Valid Cases	124				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.10.

Question 28e: 360-Degree Appraisal used or not?* Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
360-Degree Appraisal	Not used	Count	56	36	92
		% within Is the organisation in public or private ownership?	70.9%	85.7%	76.0%
	Used	Count	23	6	29
		% within Is the organisation in public or private ownership?	29.1%	14.3%	24.0%
Total		Count	79	42	121
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.309(b)	1	.069		
Continuity Correction(a)	2.545	1	.111		
Likelihood Ratio	3.519	1	.061		
Fisher's Exact Test				.078	.053
Linear-by-Linear Association	3.281	1	.070		
N of Valid Cases	121				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.07.

Question 28f: Team Development Plan (TDP) used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Team Development Plan (TDP)	Not used	Count	62	28	90
		% within Is the organisation in public or private ownership?	76.5%	62.2%	71.4%
	Used	Count	19	17	36
		% within Is the organisation in public or private ownership?	23.5%	37.8%	28.6%
Total		Count	81	45	126
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.907(b)	1	.088		
Continuity Correction(a)	2.248	1	.134		
Likelihood Ratio	2.850	1	.091		
Fisher's Exact Test				.102	.068
Linear-by-Linear Association	2.884	1	.089		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.86.

Question 28g: Personal Development Plan (PDP) used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Personal Development Plan (PDP)	Not used	Count % within Is the organisation in public or private ownership?	26 28.6%	7 15.6%	33 24.3%
	Used	Count % within Is the organisation in public or private ownership?	65 71.4%	38 84.4%	103 75.7%
Total		Count % within Is the organisation in public or private ownership?	91 100.0%	45 100.0%	136 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.776(b)	1	.096		
Continuity Correction(a)	2.113	1	.146		
Likelihood Ratio	2.933	1	.087		
Fisher's Exact Test				.136	.071
Linear-by-Linear Association	2.755	1	.097		
N of Valid Cases	136				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.92.

Question 28h: Performance Related Pay (PRP) used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Performance Related Pay (PRP)	Not used	Count % within Is the organisation in public or private ownership?	39 45.9%	36 85.7%	75 59.1%
	Used	Count % within Is the organisation in public or private ownership?	46 54.1%	6 14.3%	52 40.9%
Total		Count % within Is the organisation in public or private ownership?	85 100.0%	42 100.0%	127 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	18.445(b)	1	.000		
Continuity Correction(a)	16.834	1	.000		
Likelihood Ratio	20.163	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	18.299	1	.000		
N of Valid Cases	127				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.20.

Question 28i: Balanced Scorecard used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Balanced Scorecard	Not used	Count	61	39	100
		% within Is the organisation in public or private ownership?	79.2%	92.9%	84.0%
	Used	Count	16	3	19
		% within Is the organisation in public or private ownership?	20.8%	7.1%	16.0%
Total		Count	77	42	119
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.766(b)	1	.052		
Continuity Correction(a)	2.819	1	.093		
Likelihood Ratio	4.197	1	.040		
Fisher's Exact Test				.067	.042
Linear-by-Linear Association	3.735	1	.053		
N of Valid Cases	119				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.71.

Question 28j: Objective Setting and Review used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Objective Setting and Review	Not used	Count % within Is the organisation in public or private ownership?	18 20.0%	19 42.2%	37 27.4%
	Used	Count % within Is the organisation in public or private ownership?	72 80.0%	26 57.8%	98 72.6%
Total		Count % within Is the organisation in public or private ownership?	90 100.0%	45 100.0%	135 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.446(b)	1	.006		
Continuity Correction(a)	6.371	1	.012		
Likelihood Ratio	7.200	1	.007		
Fisher's Exact Test				.008	.006
Linear-by-Linear Association	7.391	1	.007		
N of Valid Cases	135				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.33.

Question 28k: Competency Assessment used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Competency Assessment	Not used	Count % within Is the organisation in public or private ownership?	43 51.8%	25 55.6%	68 53.1%
	Used	Count % within Is the organisation in public or private ownership?	40 48.2%	20 44.4%	60 46.9%
Total		Count % within Is the organisation in public or private ownership?	83 100.0%	45 100.0%	128 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.165(b)	1	.685		
Continuity Correction(a)	.049	1	.826		
Likelihood Ratio	.165	1	.685		
Fisher's Exact Test				.714	.413
Linear-by-Linear Association	.163	1	.686		
N of Valid Cases	128				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.09.

Question 28 I: Rating Scale used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Rating Scale	Not used	Count % within Is the organisation in public or private ownership?	40 48.8%	30 68.2%	70 55.6%
	Used	Count % within Is the organisation in public or private ownership?	42 51.2%	14 31.8%	56 44.4%
Total		Count % within Is the organisation in public or private ownership?	82 100.0%	44 100.0%	126 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.365(b)	1	.037		
Continuity Correction(a)	3.615	1	.057		
Likelihood Ratio	4.444	1	.035		
Fisher's Exact Test				.041	.028
Linear-by-Linear Association	4.331	1	.037		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.56.

Question 28m: Ranking used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Ranking	Not used	Count	64	41	105
		% within Is the organisation in public or private ownership?	85.3%	97.6%	89.7%
	Used	Count	11	1	12
		% within Is the organisation in public or private ownership?	14.7%	2.4%	10.3%
Total		Count	75	42	117
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.415(b)	1	.036		
Continuity Correction(a)	3.181	1	.074		
Likelihood Ratio	5.395	1	.020		
Fisher's Exact Test				.053	.030
Linear-by-Linear Association	4.377	1	.036		
N of Valid Cases	117				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.31.

Question 28n: Paired Comparison used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Paired Comparison	Not used	Count	70	42	112
		% within Is the organisation in public or private ownership?	94.6%	100.0%	96.6%
	Used	Count	4	0	4
		% within Is the organisation in public or private ownership?	5.4%	.0%	3.4%
Total		Count	74	42	116
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.351(b)	1	.125		
Continuity Correction(a)	1.008	1	.315		
Likelihood Ratio	3.677	1	.055		
Fisher's Exact Test				.295	.161
Linear-by-Linear Association	2.331	1	.127		
N of Valid Cases	116				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.45.

Question 28o: Forced Distribution used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Forced Distribution	Not used	Count	61	42	103
		% within Is the organisation in public or private ownership?	82.4%	100.0%	88.8%
	Used	Count	13	0	13
		% within Is the organisation in public or private ownership?	17.6%	.0%	11.2%
Total		Count	74	42	116
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.310(b)	1	.004		
Continuity Correction(a)	6.638	1	.010		
Likelihood Ratio	12.604	1	.000		
Fisher's Exact Test				.004	.002
Linear-by-Linear Association	8.238	1	.004		
N of Valid Cases	116				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 4.71.

Question 28p: Descriptive Essay used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Descriptive Essay	Not used	Count	65	42	107
		% within Is the organisation in public or private ownership?	87.8%	100.0%	92.2%
	Used	Count	9	0	9
		% within Is the organisation in public or private ownership?	12.2%	.0%	7.8%
Total	Count	74	42	116	
	% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.538(b)	1	.019		
Continuity Correction(a)	3.969	1	.046		
Likelihood Ratio	8.516	1	.004		
Fisher's Exact Test				.025	.014
Linear-by-Linear Association	5.490	1	.019		
N of Valid Cases	116				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.26.

Question 28q: Critical Incident used or not? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Critical Incident	Not used	Count	67	40	107
		% within Is the organisation in public or private ownership?	89.3%	97.6%	92.2%
	Used	Count	8	1	9
		% within Is the organisation in public or private ownership?	10.7%	2.4%	7.8%
Total		Count	75	41	116
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.507(b)	1	.113		
Continuity Correction(a)	1.490	1	.222		
Likelihood Ratio	2.972	1	.085		
Fisher's Exact Test				.156	.107
Linear-by-Linear Association	2.486	1	.115		
N of Valid Cases	116				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.18.

Question 29: Which of the following factors inhibit the effectiveness of your organisation's performance management processes?

Q29: % of respondents ranking inhibitory factor among his/her top three

		Overall	Is the organisation in public or private ownership?	
			Private	Public
Which of the following factors inhibit the effectiveness of your organisation's performance management processes?	Failure to review/monitor system	40%	40%	41%
	Lack of follow up	56%	59%	50%
	Lack of managerial support	42%	37%	50%
	Lack of staff support	26%	23%	30%
	Lack of training for line mangers	24%	21%	30%
	Link with pay rise	18%	22%	9%
	Subjectivity/bias in appraisal	34%	41%	23%
	Too much paperwork	30%	30%	30%

Question 29a: Factors inhibiting effectiveness of PM processes: Failure to review/monitor system * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Factors inhibiting effectiveness of PM processes: Failure to review/monitor system	Ranked in top 3	Count	32	18	50
		% within Is the organisation in public or private ownership?	39.0%	40.9%	39.7%
	Not in top 3	Count	50	26	76
		% within Is the organisation in public or private ownership?	61.0%	59.1%	60.3%
Total		Count	82	44	126
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.042(b)	1	.837		
Continuity Correction(a)	.000	1	.988		
Likelihood Ratio	.042	1	.837		
Fisher's Exact Test				.851	.492
Linear-by-Linear Association	.042	1	.837		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.46.

Question 29b: Factors inhibiting effectiveness of PM processes: Lack of follow up * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Factors inhibiting effectiveness of PM processes: Lack of follow up	Ranked in top 3	Count	48	22	70
		% within Is the organisation in public or private ownership?	58.5%	50.0%	55.6%
	Not in top 3	Count	34	22	56
		% within Is the organisation in public or private ownership?	41.5%	50.0%	44.4%
Total		Count	82	44	126
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.845(b)	1	.358		
Continuity Correction(a)	.535	1	.465		
Likelihood Ratio	.843	1	.358		
Fisher's Exact Test				.452	.232
Linear-by-Linear Association	.838	1	.360		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 19.56.

Question 29c: Factors inhibiting effectiveness of PM processes: Lack of managerial support * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Factors inhibiting effectiveness of PM processes: Lack of managerial support	Ranked in top 3	Count	30	22	52
		% within Is the organisation in public or private ownership?	36.6%	50.0%	41.3%
	Not in top 3	Count	52	22	74
		% within Is the organisation in public or private ownership?	63.4%	50.0%	58.7%
Total		Count	82	44	126
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.126(b)	1	.145		
Continuity Correction(a)	1.609	1	.205		
Likelihood Ratio	2.114	1	.146		
Fisher's Exact Test				.184	.103
Linear-by-Linear Association	2.109	1	.146		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.16.

Question 29d: Factors inhibiting effectiveness of PM processes: Lack of staff support *
Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	
Factors inhibiting effectiveness of PM processes: Lack of staff support	Ranked in top 3	Count % within Is the organisation in public or private ownership?	19 23.2%	13 29.5%	32 25.4%
	Not in top 3	Count % within Is the organisation in public or private ownership?	63 76.8%	31 70.5%	94 74.6%
Total		Count % within Is the organisation in public or private ownership?	82 100.0%	44 100.0%	126 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.614(b)	1	.433		
Continuity Correction(a)	.324	1	.569		
Likelihood Ratio	.605	1	.437		
Fisher's Exact Test				.520	.282
Linear-by-Linear Association	.609	1	.435		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.17.

Question 29e: Factors inhibiting effectiveness of PM processes: Lack of training for line mangers * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Factors inhibiting effectiveness of PM processes: Lack of training for line mangers	Ranked in top 3	Count	17	13	30
		% within Is the organisation in public or private ownership?	20.7%	29.5%	23.8%
	Not in top 3	Count	65	31	96
		% within Is the organisation in public or private ownership?	79.3%	70.5%	76.2%
Total		Count	82	44	126
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.226(b)	1	.268		
Continuity Correction(a)	.788	1	.375		
Likelihood Ratio	1.201	1	.273		
Fisher's Exact Test				.281	.187
Linear-by-Linear Association	1.216	1	.270		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.48.

Question 29f: Factors inhibiting effectiveness of PM processes: Link with pay rise * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Factors inhibiting effectiveness of PM processes: Link with pay rise	Ranked in top 3	Count	18	4	22
		% within Is the organisation in public or private ownership?	22.0%	9.1%	17.5%
	Not in top 3	Count	64	40	104
		% within Is the organisation in public or private ownership?	78.0%	90.9%	82.5%
Total		Count	82	44	126
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.286(b)	1	.070		
Continuity Correction(a)	2.454	1	.117		
Likelihood Ratio	3.584	1	.058		
Fisher's Exact Test				.087	.055
Linear-by-Linear Association	3.260	1	.071		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.68.

Question 29g: Factors inhibiting effectiveness of PM processes: Subjectivity/bias in appraisal * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Factors inhibiting effectiveness of PM processes: Subjectivity/bias in appraisal	Ranked in top 3	Count % within Is the organisation in public or private ownership?	33 40.2%	10 22.7%	43 34.1%
	Not in top 3	Count % within Is the organisation in public or private ownership?	49 59.8%	34 77.3%	83 65.9%
Total		Count % within Is the organisation in public or private ownership?	82 100.0%	44 100.0%	126 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.908(b)	1	.048		
Continuity Correction(a)	3.168	1	.075		
Likelihood Ratio	4.054	1	.044		
Fisher's Exact Test				.052	.036
Linear-by-Linear Association	3.877	1	.049		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.02.

Question 29h: Factors inhibiting effectiveness of PM processes: Too much paperwork *
Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Factors inhibiting effectiveness of PM processes: Too much paperwork	Ranked in top 3	Count	24	13	37
		% within Is the organisation in public or private ownership?	29.3%	29.5%	29.4%
	Not in top 3	Count	58	31	89
		% within Is the organisation in public or private ownership?	70.7%	70.5%	70.6%
Total		Count	82	44	126
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.001(b)	1	.974		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.001	1	.974		
Fisher's Exact Test				1.000	.565
Linear-by-Linear Association	.001	1	.974		
N of Valid Cases	126				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.92.

Question 30: Is your organisation proposing to make any changes to its performance management arrangements over the next 12 months to increase its effectiveness? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Is your organisation proposing to make any changes to its performance management arrangements over the next 12 months to increase its effectiveness?	Yes	Count % within Is the organisation in public or private ownership?	37 46.8%	19 47.5%	56 47.1%
	No	Count % within Is the organisation in public or private ownership?	42 53.2%	21 52.5%	63 52.9%
Total		Count % within Is the organisation in public or private ownership?	79 100.0%	40 100.0%	119 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.005(b)	1	.945		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.005	1	.945		
Fisher's Exact Test				1.000	.549
Linear-by-Linear Association	.005	1	.946		
N of Valid Cases	119				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.82.

Question 31: Does your organisation have a formal system for evaluating the effectiveness of its performance management arrangements? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Does your organisation have a formal system for evaluating the effectiveness of its performance management arrangements?	Yes	Count % within Is the organisation in public or private ownership?	45 44.6%	20 40.0%	65 43.0%
	No	Count % within Is the organisation in public or private ownership?	56 55.4%	30 60.0%	86 57.0%
Total		Count % within Is the organisation in public or private ownership?	101 100.0%	50 100.0%	151 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.283(b)	1	.595		
Continuity Correction(a)	.128	1	.721		
Likelihood Ratio	.284	1	.594		
Fisher's Exact Test				.606	.361
Linear-by-Linear Association	.281	1	.596		
N of Valid Cases	151				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 21.52.

If 'Yes' to Q31, which method is used? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
If Yes, which method is used?	Attitude Surveys	Count	7	3	10
		% within Is the organisation in public or private ownership?	15.9%	14.3%	15.4%
	Focus Groups/Workshops	Count	2	2	4
		% within Is the organisation in public or private ownership?	4.5%	9.5%	6.2%
	Formal Verbal Feedback	Count	2	0	2
		% within Is the organisation in public or private ownership?	4.5%	.0%	3.1%
	HR Quality Review Group	Count	9	2	11
% within Is the organisation in public or private ownership?		20.5%	9.5%	16.9%	
Combination of all/some of the above	Count	22	10	32	
	% within Is the organisation in public or private ownership?	50.0%	47.6%	49.2%	
Other	Count	2	4	6	
	% within Is the organisation in public or private ownership?	4.5%	19.0%	9.2%	
Total	Count	44	21	65	
	% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.810(a)	5	.325
Likelihood Ratio	6.210	5	.286
Linear-by-Linear Association	.186	1	.666
N of Valid Cases	65		

a 8 cells (66.7%) have expected count less than 5. The minimum expected count is .65.

Question 32: In general how effective has your organisation's performance management process been in improving overall performance? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
In general how effective has your organisation's performance management process been in improving overall performance?	Effective or very effective	Count % within Is the organisation in public or private ownership?	58 59.8%	20 41.7%	78 53.8%
	Moderately effective or ineffective	Count % within Is the organisation in public or private ownership?	39 40.2%	28 58.3%	67 46.2%
Total		Count % within Is the organisation in public or private ownership?	97 100.0%	48 100.0%	145 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.245(b)	1	.039		
Continuity Correction(a)	3.547	1	.060		
Likelihood Ratio	4.250	1	.039		
Fisher's Exact Test				.051	.030
Linear-by-Linear Association	4.216	1	.040		
N of Valid Cases	145				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.18.

Research Objective 3: What the objectives of the process are for these organisations?

Question 25: What are the objectives of the performance management processes for your organisation? * Is the organisation in public or private ownership?

Question 25a: Agree key objectives ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Agree key objectives	Ranked in top 3	Count	56	37	93
		% within Is the organisation in public or private ownership?	63.6%	78.7%	68.9%
	Not in top 3	Count	32	10	42
		% within Is the organisation in public or private ownership?	36.4%	21.3%	31.1%
Total		Count	88	47	135
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.254(b)	1	.071		
Continuity Correction(a)	2.588	1	.108		
Likelihood Ratio	3.377	1	.066		
Fisher's Exact Test				.081	.052
Linear-by-Linear Association	3.230	1	.072		
N of Valid Cases	135				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.62.

Question 25b: Aid salary review ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Aid salary review	Ranked in top 3	Count % within Is the organisation in public or private ownership?	20 24.1%	3 17.6%	23 23.0%
	Not in top 3	Count % within Is the organisation in public or private ownership?	63 75.9%	14 82.4%	77 77.0%
Total		Count % within Is the organisation in public or private ownership?	83 100.0%	17 100.0%	100 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.331(b)	1	.565		
Continuity Correction(a)	.067	1	.795		
Likelihood Ratio	.348	1	.555		
Fisher's Exact Test				.755	.413
Linear-by-Linear Association	.328	1	.567		
N of Valid Cases	100				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.91.

Question 25c: Assess promotion/potential ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Assess promotion/potential	Ranked in top 3	Count % within Is the organisation in public or private ownership?	17 21.0%	0 .0%	17 16.3%
	Not in top 3	Count % within Is the organisation in public or private ownership?	64 79.0%	23 100.0%	87 83.7%
Total		Count % within Is the organisation in public or private ownership?	81 100.0%	23 100.0%	104 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.770(b)	1	.016		
Continuity Correction(a)	4.338	1	.037		
Likelihood Ratio	9.402	1	.002		
Fisher's Exact Test				.021	.009
Linear-by-Linear Association	5.715	1	.017		
N of Valid Cases	104				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.76.

Question 25d: Assist HR decisions ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Assist HR decisions	Ranked in top 3	Count % within Is the organisation in public or private ownership?	5 6.8%	0 .0%	5 5.0%
	Not in top 3	Count % within Is the organisation in public or private ownership?	68 93.2%	27 100.0%	95 95.0%
Total		Count % within Is the organisation in public or private ownership?	73 100.0%	27 100.0%	100 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.947(b)	1	.163		
Continuity Correction(a)	.772	1	.380		
Likelihood Ratio	3.243	1	.072		
Fisher's Exact Test				.320	.200
Linear-by-Linear Association	1.927	1	.165		
N of Valid Cases	100				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 1.35.

Question 25e: Career Counselling ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Career Counselling	Ranked in top 3	Count	2	2	4
		% within Is the organisation in public or private ownership?	2.6%	8.0%	4.0%
	Not in top 3	Count	74	23	97
		% within Is the organisation in public or private ownership?	97.4%	92.0%	96.0%
Total		Count	76	25	101
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.425(b)	1	.233		
Continuity Correction(a)	.363	1	.547		
Likelihood Ratio	1.234	1	.267		
Fisher's Exact Test				.255	.255
Linear-by-Linear Association	1.411	1	.235		
N of Valid Cases	101				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is .99.

Question 25f: Determine bonus payment ranked in top 3?* Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Determine bonus payment	Ranked in top 3	Count % within Is the organisation in public or private ownership?	6 8.6%	2 14.3%	8 9.5%
	Not in top 3	Count % within Is the organisation in public or private ownership?	64 91.4%	12 85.7%	76 90.5%
Total		Count % within Is the organisation in public or private ownership?	70 100.0%	14 100.0%	84 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.442(b)	1	.506		
Continuity Correction(a)	.028	1	.868		
Likelihood Ratio	.400	1	.527		
Fisher's Exact Test				.615	.398
Linear-by-Linear Association	.437	1	.509		
N of Valid Cases	84				

a Computed only for a 2x2 table

b 1 cells (25.0%) have expected count less than 5. The minimum expected count is 1.33.

Question 25g: Identify training and development needs ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Identify training and development needs	Ranked in top 3	Count	32	31	63
		% within Is the organisation in public or private ownership?	36.0%	64.6%	46.0%
	Not in top 3	Count	57	17	74
		% within Is the organisation in public or private ownership?	64.0%	35.4%	54.0%
Total		Count	89	48	137
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.289(b)	1	.001		
Continuity Correction(a)	9.169	1	.002		
Likelihood Ratio	10.377	1	.001		
Fisher's Exact Test				.002	.001
Linear-by-Linear Association	10.214	1	.001		
N of Valid Cases	137				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.07.

Question 25h: Improve communications ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Improve communications	Ranked in top 3	Count	13	14	27
		% within Is the organisation in public or private ownership?	16.3%	33.3%	22.1%
	Not in top 3	Count	67	28	95
		% within Is the organisation in public or private ownership?	83.8%	66.7%	77.9%
Total		Count	80	42	122
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.664(b)	1	.031		
Continuity Correction(a)	3.725	1	.054		
Likelihood Ratio	4.495	1	.034		
Fisher's Exact Test				.040	.028
Linear-by-Linear Association	4.626	1	.031		
N of Valid Cases	122				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.30.

Question 25i: Improve future performance ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Improve future performance	Ranked in top 3	Count	53	24	77
		% within Is the organisation in public or private ownership?	60.9%	53.3%	58.3%
	Not in top 3	Count	34	21	55
		% within Is the organisation in public or private ownership?	39.1%	46.7%	41.7%
Total		Count	87	45	132
		% within Is the organisation in public or private ownership?	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.702(b)	1	.402		
Continuity Correction(a)	.425	1	.515		
Likelihood Ratio	.699	1	.403		
Fisher's Exact Test				.458	.257
Linear-by-Linear Association	.697	1	.404		
N of Valid Cases	132				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.75.

Question 25j: Provide feedback on performance ranked in top 3?* Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Provide feedback on performance	Ranked in top 3	Count % within Is the organisation in public or private ownership?	49 57.0%	22 48.9%	71 54.2%
	Not in top 3	Count % within Is the organisation in public or private ownership?	37 43.0%	23 51.1%	60 45.8%
Total		Count % within Is the organisation in public or private ownership?	86 100.0%	45 100.0%	131 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.778(b)	1	.378		
Continuity Correction(a)	.487	1	.485		
Likelihood Ratio	.777	1	.378		
Fisher's Exact Test				.461	.243
Linear-by-Linear Association	.773	1	.379		
N of Valid Cases	131				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.61.

Question 25k: Secure feedback on supervisory/managerial effectiveness ranked in top 3?* Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Secure feedback on supervisory/managerial effectiveness	Ranked in top 3	Count % within Is the organisation in public or private ownership?	5 6.8%	1 2.6%	6 5.4%
	Not in top 3	Count % within Is the organisation in public or private ownership?	69 93.2%	37 97.4%	106 94.6%
Total		Count % within Is the organisation in public or private ownership?	74 100.0%	38 100.0%	112 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.843(b)	1	.359		
Continuity Correction(a)	.225	1	.635		
Likelihood Ratio	.944	1	.331		
Fisher's Exact Test				.662	.333
Linear-by-Linear Association	.835	1	.361		
N of Valid Cases	112				

a Computed only for a 2x2 table

b 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.04.

Question 25l: Strengthen commitment and motivation ranked in top 3? * Is the organisation in public or private ownership?

Crosstab

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
Strengthen commitment and motivation	Ranked in top 3	Count % within Is the organisation in public or private ownership?	18 22.0%	9 21.4%	27 21.8%
	Not in top 3	Count % within Is the organisation in public or private ownership?	64 78.0%	33 78.6%	97 78.2%
Total		Count % within Is the organisation in public or private ownership?	82 100.0%	42 100.0%	124 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.004(b)	1	.947		
Continuity Correction(a)	.000	1	1.000		
Likelihood Ratio	.004	1	.947		
Fisher's Exact Test				1.000	.570
Linear-by-Linear Association	.004	1	.947		
N of Valid Cases	124				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.15.

Research Objective No. 4: The comparative perceived impact or effectiveness of performance management

Question 32: In general, how effective has your organisation’s performance management process been in improving overall performance? * Is the organisation in public or private ownership?

Crosstabulation

			Is the organisation in public or private ownership?		Total
			Private	Public	Private
In general, how effective has your organisations's performance management process been in improving overall performance?	Effective	Count % within Is the organisation in public or private ownership?	58 59.8%	20 41.7%	78 53.8%
	Less than effective	Count % within Is the organisation in public or private ownership?	39 40.2%	28 58.3%	67 46.2%
Total		Count % within Is the organisation in public or private ownership?	97 100.0%	48 100.0%	145 100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4.245(b)	1	.039		
Continuity Correction(a)	3.547	1	.060		
Likelihood Ratio	4.250	1	.039		
Fisher's Exact Test				.051	.030
Linear-by-Linear Association	4.216	1	.040		
N of Valid Cases	145				

a Computed only for a 2x2 table

b 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.18.

Appendix XIII: Timescale 2002-2016

Date	Event
August 2002	Commence research into topic titled: 'Performance Management in UK universities and what Irish Universities can learn from their experiences'
June 2003	First Annual Assessment
January 2004	Entered on to the Post-Graduate register of School of Management, Graduate Research School, DIT Aungier St
June 2004	Second Annual Assessment
January 2005	Meet with my supervisor, Dr Gerry McMahon. We agree to change title of study to 'A National Assessment of Performance Management Practice in the Republic of Ireland'; Assistant Supervisor: Mr Tom Fennell, School of Marketing, DIT Aungier St.
June 2005	Third Annual Assessment
June 2006	Fourth Annual Assessment
October 2006	Launch Pilot study of 25 private and public sector organisations
November 2006	Submit Pilot Study report
June 2007	Fifth Annual Assessment – recommended to carry out quantitative study rather than mixed method. Approval given to prepare sample for survey in Autumn of 500 organisations.
November 2007-February 2008	Carry out survey of 499 organisations. Realise a useable response rate of 41% (n=204)
February 2008 – January 2009	Suspend studies due to extenuating personal circumstances
June 2009	Sixth Annual Assessment
July 2009 – March 2010	Suspend studies again due to extenuating personal circumstances
March 2010	Recommence studies
March –September 2010	Analyse quantitative data
October-December 2010	Writing/analysing results
January 2011	Write conclusions and final reflective statement
February 2011	Submit 1 st Draft of thesis for proof-reading
March 18 th 2011	Submit 1 st Draft to Dr G McMahon,
May 28 th 2011	1 st Draft returned for recommended corrections/changes
June 2012	Seventh Annual Assessment
September 28 th 20102	2 nd Draft submitted to Dr McMahon
October 2012	2 nd Draft returned with recommended corrections/changes
December 2012	Request to reduce Page Count – currently 431 pages
January 2013	Commence editing 3 rd Draft
May 2013	3 rd Draft submitted for proof-reading including DVD with additional appendices.
July 2013	Submit 4 th Draft to Dr McMahon

Appendix XIX – Budget 2002 -2016

Binding	€255.00
Ink	€1,250
Proof-reading	€500.00 (2012) €1,000 (2015)
Stamps (Survey administration)	€474
Stationery	€300.00
Telephone calls (survey administration)	€10.00
Total:	€3,789.00

Appendix XX: Paper for Irish Academy of Management (IAM) conference, 2014

POSTGRADUATE PAPER

PERFORMANCE MANAGEMENT IN THE IRISH PUBLIC SECTOR: AN ANALYSIS

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ABSTRACT

Performance Management (PM) in the Irish public sector is about creating a culture that encourages continuous improvement of business processes and of individuals' skills, behaviour and contributions. PM concerns the role and effectiveness of line managers in setting goals and then reviewing and strengthening staff performance, through the use of a Performance Management and Development System (PMDS).

This paper is a subset of a wider quantitative study covering both the private/commercial sector and its public equivalent. The research examined:

1. Irish private and public sector PM practice
2. PM mechanisms
3. Current PM process objectives
4. PM perceived impact or effectiveness

A stratified random sample was used for the nationwide questionnaire distributed to approximately 500 organisations, yielding a 41% response rate. The response rate for the public sector was 49% with 37% for the private sector

Results showed a higher level of public sector PM practice than in the private/commercial sector, with the top three objectives of public sector performance management systems identified as:

1. agreeing key objectives
2. improving future performance
3. providing feedback on past or current performance.

The results indicated important inhibitors to PM, such as:

- a) lack of follow-up and managerial support
- b) failure to review and monitor the system
- c) too much paperwork.

Public sector HR managers frequently stated that the main objective of their system is to agree key objectives with staff and so 'objective setting' is the most popular mechanism or appraisal scheme cited by these managers. Private sector employers are in accord with their public sector counterparts regarding their main PM objective and the choice of mechanism employed. The importance of this and its consequences for workplace performance management systems (PMS) will be examined in greater detail in this paper. The findings of this study for future PM best practice include the importance of having the participation of all parties within the organisation. The role of line manager remains paramount but it clear also that the backing of senior management is crucial. Research questions for the future include the question of separating the performance review meeting from one on the discussion of pay, the linkage between PM and diversity in employment, how PM can assist in the management of absenteeism and the relationship between PM and change management.

INTRODUCTION

The public sector is traditionally seen as bureaucratic and is dominated by a role culture where rules and procedures apply in a seemingly logical and rational way. But the aims of the public sector have now changed from stability and predictability in the face of competition from the private sector in addition to recognition of the importance of managing performance (Handy, 1999).

PA first emerged within the Irish public sector in 1977 in the shape of a PA scheme for executive grades in the Civil Service (McMahon, 1999). However, McMahon (1999) reveals that this initial introduction failed due to: lack of government and senior management commitment; little PM system experience; supervisors being unwilling or unable to be candid in staff feedback; workforce complacency in the face of guaranteed jobs and index linked salaries and a perception of promotion irrespective of documented ability.

PMDS (General Council Report No 1368, 2000) recognises that the entire public sector has to adapt to the forces of change in the wider economy, through improved responsiveness and flexibility in its customer service. The success of PMDS in the public sector has in many ways being brought about by the agreement of the trade unions to same. It has been said the price of staff or trade union acceptance of tangible reward and/or performance related pay (PRP) within the realm of PM may be the concession of the right of negotiation over such matters (The UK Labour Research Department (LRP) (1997), Armstrong and Baron (2003) and McMahon (2009). Figures compiled by O'Connell *et al.* (2010) show that unions are much stronger in the public sector, where more than two-thirds of its employees are members. By comparison in the private sector, 25 per cent are members. Fulton (2011) adds that union density i.e. the proportion of employees who are union members - has been greatly affected by the changes in overall employment in Ireland. He therefore estimates current union density to be 34 per cent, a decrease of 12 per cent since 1994.

It was agreed in 2012 to streamline the paperwork concerning PMDS in the Civil Service and to develop an automated system in 2013 (Department of Public Expenditure and Reform, 2012). It was further agreed that a new competency and rating scheme be introduced, including the introduction of a ‘performance calibration review’ involving multiple managers coming together to discuss employees’ performance ratings thus ensuring an objective assessment while also helping to eliminate any potential manager bias.

A number of components of the public sector including health, education, the local authorities, semi-state bodies and An Garda Síochána have all had differing experiences of PMDS to date.

The Health Service Executive (HSE) employs over 100,000 (HSE, 2010), making it the largest single public sector employer in the State. In 2003 a team based performance management system was agreed for the HSE as provided for in Sustaining Progress (Health Service Executive – Employers Agency (HSE-EA), 2005). However work only commenced on this in 2010 as committed to in the Public Service Agreement (PSA), 2010-14 (Department of Public Expenditure and Reform, 2010). According to the HSE Corporate Plan, 2008-11 (HSE, 2008) significant improvements in moving towards a PM approach have been achieved over the last few years but adds that it is likely to take several more before the development of effective, sustainable and embedded PM arrangements are fully realised. Presently there is a monthly Performance Report (PR) or HealthStat on the HSE website which provides an overall analysis of key performance data in different areas. It is used to monitor performance against planned activity and to highlight areas for improvement.

As part of the Public Service Modernisation element of Towards 2016 (Department of the Taoiseach, 2006), the parties representing primary and post-primary teachers have agreed that the most appropriate basis for the development of strategies to enhance team and individual

contribution is in the context of school development planning and holistic self-evaluation processes. These are to be conducted by the school in line with best practice. New procedures were to be agreed in time for implementation with effect from the commencement of the 2007/2008 school year. Since then however, the PSA (Department of Public Expenditure and Reform, 2010) effectively superseded Towards 2016 (Department of the Taoiseach, 2006) in regard to PM. The former agreement's principal stipulation is an additional hour spent by teaching staff after the end of the school day, making up a total of two days in any school year. The essential activities are not directly PM related but in the forthcoming school year, 2012-2013, school self-evaluation, as referred to above, is set to be introduced in primary schools (Matthews and MacFhlannchadha, 2012). It will focus on the quality of teaching and learning in the school, which is the core work of the schools. PMDS in the 33 Vocational Educational Committee's (VEC) is currently being reviewed and evaluated through a pilot system taking place in the second quarter (Q2) of 2012 (Department of Public Expenditure and Reform, 2010).

In relation to third level education, PMDS has been in place in our universities since the advent of Sustaining Progress (2003). The fourteen Institutes of Technology Ireland (IOTI) have been among the last of the public sector education bodies to implement the system, doing so in January 2006.

PMDS in the 34 local authorities has been in place since 2006. HAY/IPA (2007) reports that whilst almost three quarters of employees had received PMDS awareness training, only a quarter had actually completed a Personal Development Plan (PDP). Similarly, while there are over 4,000 teams in place in the Local Authorities, less than half had completed a Team Development Plan (TDP). Among the reports fourteen recommendations are that management be proactive in 'selling' PMDS; the process or system must be integrated with

other organisational activities while training as an outcome must be given priority. It also recommends that an independent verification group explore the feasibility of a link between PMDS and performance related pay (PRP) for senior staff. The current state of affairs regarding PMDS and local government is contained in the Action Plan, PSA for the Local Authority Sector, 2012 (Department of Environment and Local Government, 2012). It recommends the creation of a more effective system which enables staff to deliver corporate objectives, promote individual accountability and improve service delivery.

Of the 37 commercial semi-state bodies (MacCarthaigh, 2009) only five, currently make any mention of PM or its related activities on their individual website. This may not be surprising due to the lack of enforcement of PM in the sector prior to the PSA (Department of Public Expenditure and Reform, 2010). One has to look to this Agreement to see reference to the semi-state sector as a collective and its relationship with PM. The PSA (Department of Public Expenditure and Reform, 2010) commits both the semi-states and the 249 Non-Commercial Semi-State Bodies (NCSSB) to a review of PMDS in 2010 and links promotion and incremental progression in all cases to performance. The Agreement also calls for the implementation of appropriate systems to address under-performance via training or where appropriate, through disciplinary procedures. In 2011 a Workforce Planning Framework for the Civil Service and NCSSB's (Department of Public Expenditure and Reform, 2011) was published. This intended to support these bodies in preparing their strategic and business planning objectives.

An Garda Síochána has introduced the PALF (Performance, Accountability and Learning Framework) system (An Garda Síochána, 2012). This new system will strengthen and complement existing PM systems by providing a formal framework for all members to set and achieve goals, discuss performance and development needs and receive appropriate developmental opportunities. Garda Commissioner Callinan stressed the importance of the

word 'learning' and expressed the wish that the framework will continuously develop Garda personnel at both individual and team levels. The Association of Garda Sergeants and Inspectors (AGSI) add that an IT (Information Technology) model is being developed to support the working of the PALF system (AGSI, 2011).

To conclude, the Department of Public Expenditure and Reform (2012), states that from 2012, PMDS is being strengthened and streamlined. New, simpler PMDS forms are being introduced with agreement of management and unions across the Civil Service, to underscore the linkage between financial inputs and individual/organisational performance. It proposes to link PM with GovStat which aims to be a whole-of-Government PMDS designed to measure success in delivering on the Government's goals. The Haddington Road Agreement (Labour Relations Commission (LRC), 2013) reaffirms agreed policy of increasing the introduction of PMDS across the sector at the individual level, managing underperformers and introducing management performance measures for senior management grades.

It is worth noting the empirical evidence of the growth of PM in Ireland in both sectors. The influence of PMDS is evident in the public sector figures where PM practise has grown by 46 per cent from 1999 to 2009. It has also overtaken the private sector figure by 49 per cent since 1994 with 85 per cent practising PM in the public sector in 2009 one point more than their private sector counterparts (McMahon, 1999; 2009).

With regard to performance measurement, the Committee for Public Management Research (CPMR) within the Institute of Public Administration (IPA) report (CPMR, 2000) declares that the term is being used in an inclusive sense, i.e. covering the systematic monitoring of performance over time using both quantitative and qualitative indicators of performance. The Committee has found that performance measurement systems need to be enhanced at the strategic, operational/programme and team/individual level. There must be a link to

budgetary decisions as well as information that reflects customer and employee interests. A further link is required between Key Performance Indicators (KPI's) and challenging targets. In so doing, feedback is called for to frontline staff and service users to encourage shared ownership of the data. Best practice precludes crude league tables of performance but organisations are encouraged to select others to use as benchmarks against which performance can be assessed, as well as assessing changes over time.

In the wake of the pay awards recommended by the Public Service Benchmarking Body (Department of the Taoiseach, 2003), Boyle (2006) published a discussion paper on international experience in measuring public sector productivity. He concludes that while there is a diversity of international experience to learn from, no simple solution to measuring public sector productivity has been found. He adds that in particular, the idea of deriving a single measure of productivity for the nation, a sector or an organisation is unrealistic. Any productivity measures developed need to be interpreted cautiously and combined with other information on performance to give a fuller picture. He recommends that a broad definition of productivity should be used and that the focus should be on the value received from the services provided through public funding, including the outcomes achieved. He also advocates use of cross-national comparative performance statistics, Central Statistics Office (CSO) reports, government productivity studies in particular from the health and education sectors and benchmarking of performance with comparable organisations.

This review was originally completed in 2007 and identified a research gap of nine years regarding PM practice in Ireland. It also identified four areas that if examined by way of a questionnaire would yield some unique and important information regarding PM systems or processes in both sectors. However, this paper is concentrating on the public sector so while the following are the research questions, the data analysis will focus primarily on the results pertaining to that sector.

In evaluating PM practice in Ireland, the objectives or research questions of the study are to assess:

1. The comparative level of incidence of PM practice amongst public and private (Irish and foreign owned) sector organisations
2. How is PM practised by these organisations, including the mechanisms employed?
3. What are the objectives of the process for these organisations?
4. The comparative perceived impact or effectiveness of PM.

METHODOLOGY

According to Vesey and Foulkes (1990), in philosophy we are dealing with general questions. We do not simply state our case but argue for it, i.e. show by argument how it is linked with other things that are admitted. They further state that to show that something is so we must always start from something else that has already been established. Marias (1967) cites Ortega (1947) who argues that philosophy is a fundamental universal certainty, which justifies itself and thrives on evidence. Ortega (1947) continues that all philosophy originates from the totality of the past and projects itself towards the future.

Arising from the research gap identified in the literature review the research design is to be from a quantitative paradigm. This paradigm is termed as positivist or empiricist. According to Creswell (1994), the entire quantitative positivist study is approached using a deductive form of logic, wherein theories and hypotheses are tested in a 'cause and effect' order. He continues that the intent of the study is to develop generalisations. The purpose of this method is to obtain, on a sequential basis, quantitative results from a representative random sample.

According to Remenyi *et al.* (1998), quantitative research is seen as an objective 'scientific' method of collecting facts followed by studying the relationship of one set of facts to another. It involves analysing quantitative data using statistically valid techniques. It has the

advantage of producing quantifiable and what should be generalisable conclusions, i.e. that they can be applied to the population at large. Easterby-Smith *et al.* (2002) continue that quantitative methods include surveys, structured interviews, psychological tests, systematic and regular observation and the study of written records and indices on public databases. Anderson (2004) suggests the survey method in particular can be used to measure issues that are crucial to the management and development of HR such as behaviour, attitudes, beliefs, opinions, characteristics and expectations. This opinion has greatly influenced the choice of a survey for the purpose of this study. Alternatively, Easterby-Smith *et al.* (2002) argue that methods such as surveys, given that they are statistically based, tend not to be completely effective in understanding processes or the significance that people attach to actions. The choice and type of survey method is now explained in more detail.

A stratified random sample was used with the following strata based on Central Statistics Office (CSO, 2006) and Kompass Ireland (2007) data:

6. Dublin and the rest of the country (25 counties)
7. private and public sector organisations
8. six employee class sizes
9. 10 private sector categories as listed in the Kompass Ireland (2007) database
10. 5 categories of the public sector.

The employed labour force in Ireland is 2 million and of these about 20 per cent are in the public sector (CSO, 2006). Of these, approximately half are located in Dublin. While in the private sector, approximately 70 per cent of 1.65 million people work in the capital. This configuration was reflected in the sample downloaded from the Kompass Ireland database in June 2007, totalling 500 organisations. Six employee categories were used namely 50-99, 100-299, 300-499, 500-999, 1,000-4,999 and organisations employing greater than 5,000. This resulted in a total of 90 public sector organisations being surveyed, employing almost 38,500 people. The combined target employee number was just under 164,500. The

categories within the public sector included the Civil Service, education, local authority, HSE, semi-state and other.

Under the recommended principle of best practice, the questionnaire contains instructions regarding its completion (Easterby-Smith *et al.*, 2002). This is designed to facilitate efficient completion of the questionnaire and with the intention of promoting a good response rate.

The questionnaire is divided into four sections:

Section A: Demographic Data (Question Nos. 1-5)

Section B: Background to Incidence and Nature of Current Performance Management Arrangements (Question Nos. 6 – 24)

Section C: Objectives of the Process (Question No. 25)

Section D: Mechanisms and Effectiveness of the Process (Question Nos. 26– 32)

With the primary research tool in place and the data set downloaded the researcher launched the survey following delivery of a ‘pre’- letter, in November 2007. Two reminder letters were subsequently sent and the survey closed in February 2008.

DATA ANALYSIS

The survey yielded responses from 204 organisations which equates to 41 per cent. Over 25 per cent are from the public sector. Regarding the private sector, the largest number is from publicly quoted organisations followed by the privately owned organisations, Multi-National Company (MNC) headquarters, MNC subsidiaries and Irish MNCs. There is a rather large gap between the results of this survey and national statistics covering the number of organisations within both sectors. The most notable differences are firstly amongst private companies (i.e. not publicly quoted) where nationally there are almost 160,000 (Companies Registration Office (CRO), 2008) while this survey attracted 53 responses. They are

secondly amongst the public sector which number 664 nationally (Lavelle *et al.* (2009); Institute of Public Administration (IPA) (2008)) while the survey also yielded 53 responses. In relation to the components of the public sector, the biggest response came from the semi-state (over 25 per cent) followed by the Civil Service, education, health, the local authorities and 'others'. Those survey results reflecting the national landscape most accurately are in the areas of education, local authority and health (Irish State Administration Database (ISAD), (2007)). Almost three quarters of all respondents state they operate a PM process or system. While over half of all respondents are unionised, 59 per cent of these say their current PM arrangements were agreed with the unions. The general consensus amongst the public sector is that the TUs were obliged to enter into talks as PMDS was part of the nationally agreed partnership programme. The comments from the HSE that the process is not in place are accurate, given the evidence in the literature review regarding the fact that PMDS has not been embedded in the health sector to date. However, the comment from one Vocational Education Committee (VEC) body is of concern because it states that the one union has not signed up for PMDS even though PMDS within the VECs was agreed nationally by all parties in 2003. Finally, the general consensus is that PM is an effective process.

It is now timely to examine the public sector responses on a bivariate basis, typically asking if there is a difference or a relationship between the two variables (Devore and Peck, 2005). It is also defined as a hypothesis or research objective (Mirabella, 2008) and can be further categorised as crosstabulation (Norusis, 2008). However, to evaluate its truth one has to conduct a hypothesis test or null hypothesis. This study is attempting to establish the truth or disprove as statement of fact the research objectives in regard to current PM practice in Ireland between the private and public sector, as listed in the introduction. There must be enough evidence to say they are true. It can be confirmed that all of the Chi-Square Tests of

Independence results strongly suggest that there is a real difference between the variables being tested.

With regard to the category of ownership of those with a formal PM system, the following is the case: the largest was MNC HQ followed by the public sector, with Irish private companies in third place. Moving to the private sector categories of industry, media and telecommunications was placed first, followed by business services with the 'other' category in third place. The minerals and raw materials category drew a zero response. Within the public sector, the CS, local authorities and the semi-states all tied for first place, followed by education and then the health service. In terms of the numbers employed and those with a formal PM process or system, the public sector outscores the private in almost all class sizes. What is also notable is the relatively high uptake in the 50-99 employee class size in both sectors, particularly in the private. The same can be said for the 100-499 class size.

In relation to the first research question, namely the comparative level of incidence of performance management, the total number with such a process in the private sector is 66 per cent while those within the public sector total 91 per cent. A clear majority of management is covered in both sectors. With regard to manual workers, 86 per cent are covered in the public and 65 per cent in the private equivalent.

With reference to trade unions, 96 per cent of the public sector respondents are members compared to 45 per cent in the private. A categorical 80 per cent of the public sector agreed their PM process with the trade unions compared with 32 per cent amongst the private. Also over 60 per cent of the public sector trade unions are seen as having a positive attitude towards PM whereas almost 70 per cent of the private equivalent are regarded as having the opposite viewpoint. This survey further reveals the public sector has greater trade union membership numbers in all categories of staff.

The public sector also outscores the private when asked if the process links organisation, team and individual plans and if it includes the review and appraisal of staff performance. However, the private is marginally stronger in carrying out one-to-one, team and a combination of one-to-one and team meetings as part of the process. It is also marginally stronger in providing additional training and development for staff. Of those without a current PM process, a majority within the public sector said they have plans to reintroduce same in two years' time. The reasons for abandoning the process ten years ago were relatively similar in both sectors with the private citing it 'as too time consuming', 'a lack of commitment from line managers and that 'it did not achieve its objectives' as their top three. The public sector informs the researcher that 'lack of commitment from line managers' and 'not achieving its objectives' as being their reasons.

An equal number report that their PM process is a new or existing one while half the public sector respondents relate it took two years or more to develop with just over a third of the private sector equivalent saying it took them less than a year to do so. A clear majority of the public say all staff were involved in its development and design. An equal number reply that training is provided in PM techniques. Nevertheless, skilled/technical/clerical and manual grades receive more of this training in the public sector. Equality exists in terms of having an appeals mechanism in place, that annual appraisals are carried out and that the majority of appraisals are paper-based. Also objective-setting is the most popular appraisal mechanism in both sectors. Of the features surveyed, PDP and TDP's are more popular in the public sector. Also, a majority use PRP in the private sector yet a growing number now use it in the public also. Of the mechanisms and features used in the six categories of the public sector the Civil Service scores highest in its application of PM while outside of using TDPs and PDPs, the HSE features rather poorly.

This study offers a choice of interpretation of results regarding the objectives of PM: rank ordering, median rank and a 'top three' ranking. The top three objectives within the two sectors are relatively similar with both choosing the same one as their first, namely 'to agree key objectives'. The second placed objective in the private sector is 'to improve future performance' which is placed third by the public equivalent. The private sector believes 'to provide feedback' to be their third placed objective. Finally, the public sector places 'to identify training and development needs' in second place. This runs consistent with government policy with regard to PMDS, which, by its very title, focuses on the developmental aspect of the public service workforce.

This research offers the same choice of interpretation of results, this time regarding the inhibitors towards PM. Both sectors declare 'lack of follow up' by management and HR combined as their greatest inhibitor when ranked in a 'top three' format. The private sector put 'subjectivity/bias in appraisal' on the part of the appraiser in second place. Meanwhile the public sector declares 'lack of management support' in second place. Finally, both sectors place 'failure to review/monitor the PM system in third place.

The penultimate question asks what method if any is used to evaluate the effectiveness of the PM process or system. An equal majority in both sectors use a combination of all or some of the following: attitude surveys, focus groups/workshops, formal verbal feedback and a HR-led quality review. Finally, the sectors are asked if their PM process or system is a success based on its effectiveness. A combined total of 92 percent say it is in some way effective. Analysing this figure further, a majority from the private sector of 18 per cent say the process is very effective/effective while an equal majority figure from the public equivalent state it is but moderately effective/ineffective.

CONCLUSIONS

This survey, conducted in 2007/08, has collected information from a wide profile of 204 private and public sector organisations across Ireland which together employ over 75,000 people, are both unionised and non-unionised and both Irish and foreign-owned. As IBEC (2009) state in their 2008 survey, the results reflect the economic outlook at that time as organisations sought to manage costs, improve performance and continue to build competitive advantage. Indeed, the top HR priorities in 2009, according to IBEC (2009) were identified as training and development and PM, reflecting a focus on competence development and productivity. They also observe that the biggest perceived challenge to successfully implementing a PM system is the capability of line managers to manage it. IBEC (2009) conclude that building a PM culture and providing ongoing support and training for managers will be critical success factors for any PM process. The findings here show that line managers are heavily involved from the outset, both in terms of being informed of, and trained in the PM process.

It can be deduced from the aforementioned statistics that PM is witnessing a large exposure in Ireland today. Indeed the hypothesis that its practise in the public sector would show a large increase on earlier studies has been proven. This particular practice covers a wider span of employees, i.e. demonstrating larger coverage amongst both management members and manual workers. Larger TU density in the public sector has assisted in this regard and indeed in the adherence to best practice in other areas of PM. Mechanisms or schemes in use are similar in both sectors while one feature of PM, PRP, is also recorded as growing in popularity. The objectives of the process are relatively the same, with agreeing key objectives the principle purpose. Finally, whilst the overall opinion is that PM is an effective process, impediments do exist, namely a lack of follow up on the part of management and HR

amongst others. Such obstructions are alleviated by the presence of formal evaluation systems in many organisations.

LIMITATIONS

Addressing the following areas could help yield more information on PM practice in Ireland:

1. a data set representing a larger number of employees to be surveyed
2. the issuing of a third reminder letter to those in receipt of a questionnaire
3. the question of separating the performance review meeting from one on the discussion of pay
4. the key factors in the linkage between PM and diversity in employment, employee discrimination and equality
5. the issue of bullying and harassment and PM
6. how PM can also assist in the management of absenteeism
7. the practice of high performance work systems (HPWS) - the incidences of strategic bundles of HRM, i.e. systems of HR practices designed to enhance employee's skills, commitment and productivity e.g. employee resourcing, training and development, PM and remuneration, communication and involvement and family-friendly/work-life balance (Heffernan *et al.*, 2008 ; Datta *et al.*, 2005)
8. to assess what impact the current recession is having on the funding of PM for so many organisations, especially in the area of training and development programmes and PRP
9. how the inhibitors outlined above could be eliminated or at least controlled
10. A qualitative analysis that could take the form, for instance, of consultation with staff by way of focus groups meetings in a cross section of organisations; individual one-to-one meetings could also be held with a representative sample of line and/or senior managers in these organisations and staff representatives be they union or non-union

11. the relationship between PM and change management i.e. dealing with the fear of or resistance to change in an organisation
12. why certain objectives of PM have scored poorly in this study and how might they be improved upon in practice e.g. strengthening the commitment and motivation of the workforce, assessing promotion/potential, career counselling, assisting in HR decision-making and determining bonus payment.

In summary, it is clear from this study that PM practise is commonplace across Ireland. The research demonstrates that PM is now more common in the public sector and also has a greater support base from its various stakeholders than its private equivalent. The empirical evidence also reveals some outstanding issues in relation to PM practice but these are not uncommon in other jurisdictions and can be overcome. As the economic climate gradually improves Ireland could emerge stronger if, for example, it maintains its current commitment to PM through close monitoring of its implementation and practise.

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**Appendix XXI: Paper for Irish Academy of Management (IAM)
conference, 2014**

POSTGRADUATE PAPER

Performance management in Ireland: an assessment of levels of practice

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Abstract
Performance management in Ireland: An assessment of levels of practice

Performance management is the use of measurement information to effect positive change in organisational culture, systems and processes. This is done by: setting agreed performance goals; allocating and prioritising resources; supporting managers in either confirming or changing current policy or programme directions to meet these goals and by sharing performance results in achieving them (Amaratunga and Baldry, 2002). This paper is a subset of a wider study on relative performance management in the Irish private and public sectors. A self-administered questionnaire was distributed nationwide to approximately 500 organisations and found that the vast majority of respondents found the system or process to be effective, with a considerable growth in practice amongst the public sector.

In summary, data will be presented examining the importance and role of effective performance management in these twin sectors of the Irish economy. This paper will also explore future methodologies for examining public and private sector performance management practice, especially when combined with change management.

INTRODUCTION

The research study prior the writing of this paper consisted of four research questions regarding performance management in Ireland:

1. The comparative level of incidence of performance management (PM) practice amongst public and private (Irish and foreign owned) sector organisations
2. What the objectives of the process are for these organisations?
3. How PM is practised by these organisations, including the mechanisms employed?
4. The comparative perceived impact or effectiveness of PM.

This paper will focus on the first research question. In doing so, it will trace the evolution of PM in Ireland, which commenced in the private or commercial sector.

Looking firstly at the origins of the PM concept, Beer and Ruh (1976) produced a unique and seminal performance management system (PMS) at Corning Glass Works, New York. Its features included:

- emphasis on both development and evaluation
- use of profile defining the individual's strengths and development needs
- integration of the results achieved with the means by which they have been achieved
- separation of development review and salary review.

The Institute of Personnel Management (IPM) (now the Chartered Institute of Personnel and Development (CIPD) (1992), London, describe this as a practical approach to the achievement of human resource management (HRM). This is realised by the integration of human resource (HR) strategies with business strategies, treating people as assets to be invested in and, obtaining higher levels of contribution from the workforce through training and development. The latter is frequently accompanied by reward

management. Redman and Wilkinson (2009) state that a key feature of PM is that it has objective-setting and formal appraisal at the heart of the process.

The traditional perspective on PA was declared by Levinson (1976) when he said appraisal was not usually recognised as a normal process of management and that individual objectives are seldom related to the objectives of the business. Armstrong (2006) concluded that PA in the 1970s was often backward looking, concentrating on what had gone wrong, rather than looking forward to future developmental needs. These misgivings lead to the creation of the PMS by Beer and Ruh (1976). Presently, Varma *et al.* (2008), in describing PM, categorises its precursor, performance appraisal (PA), as its subset, referring to those activities as applying to each employee and, traditionally, include some type of manager-employee feedback session.

PERFORMANCE MANAGEMENT IN THE IRISH PRIVATE SECTOR

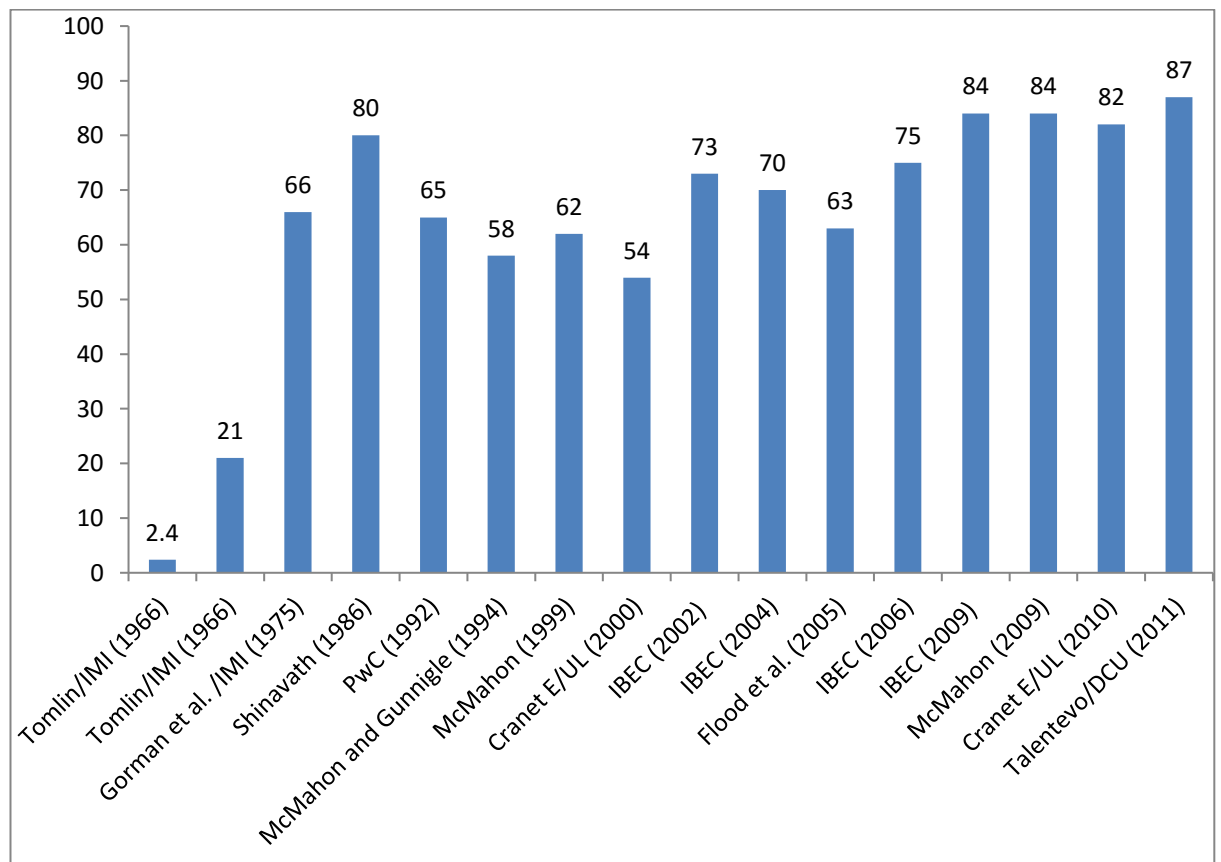


Figure 1
Level of private sector PA/PM practice in Ireland, 1966-2011

The 1960s saw the arrival of many foreign-owned multi-national companies (MNCs) to Ireland, the majority from the US. Foreign direct investment (FDI) benefited Ireland hugely, experiencing sustained growth that helped her move in a relatively short period of time from being a primarily rural, agricultural-based economy to one that witnessed a rapid increase in levels of urbanisation, industrial and commercial development, living standards and education (Gunnigle *et al.*, 1997). Lavelle *et al.* (2009) suggest that the US is the largest source of foreign direct investment (FDI) financed employment in Ireland. US firms' emphasis on good personnel management practice included highlighting the link between strategic objectives, personnel policies and related personnel activities, notably PA/PM (Gunnigle and Flood, 1990). Gunnigle *et al.* (1997) describe this as an important legacy of US MNC investment in Ireland as indigenous firms embraced this form of management also.

Figure 1 illustrates almost 50 years of empirical evidence of PA or PM practice in the Irish commercial or private sector from 1964 to the present day. The earliest is contained in a 1964 Irish Management Institute (IMI) survey conducted by Tomlin (1966). It reveals overall practice of just 2.4% amongst the management of the 141 organisations surveyed. Amongst organisations with 500 or more employees the figure, also for management, is slightly over 21%. Tomlin (1966) explains that the lack of performance review among small organisations is not unexpected, as managers felt they were in such close daily contact with their workers that it was not necessary. Also, in many such organisations, the majority of workers were paid at negotiated rates over which their managers have no control. Tomlin (1966) concluded that there was, therefore, no impetus towards review of performance as a factor in considering wage adjustments. Nine years later, a second IMI survey on personnel management practice was conducted, on this occasion, by Gorman *et al.* (1975). Of the 163 respondents, over

66% of firms employing 500 or more had some form of appraisal system for managers and supervisors. This is an increase of 45% in PA practice since 1964 (Tomlin, 1966) for a similar-sized organisation. The survey also reveals that roughly one-third (34%) of medium-sized firms but less than one in six of small firms (12%) claim to have such systems.

Eleven years later, Shivanath (1986) surveyed a random sample of 226 personnel practitioners. Of these, 71 replied, representing a response rate of 31%. It found a high incidence of PA amongst Irish organisations (80%) (Gunnigle *et al.*, 1997). Without taking into account the organisation size surveyed, this represents an increase of 14% in PA practise since the study by Gorman *et al.* (1975). However, Shivanath (1986) does not offer a breakdown of PA practice between the sectors.

Despite the economic downturn of the 1980s to the mid-1990s, there is empirical evidence that PA practice continued to grow in Ireland. The Pricewaterhouse Cranfield project data of the University of Limerick (PwC/UL, 1992) (Brewster and Hegewisch, 1994) suggests that PA is a well-established practice in Ireland, with 65% of all respondent organisations regularly undertaking PA. The succeeding study, by McMahon and Gunnigle (1994), was the first of its kind dedicated to surveying PA practice in both the private and public sector. They report an overall usage of PA of 58%. Gunnigle *et al.* (1997) comment, that this survey reported a relative absence of appraisal in both the public sector and small indigenous private sector companies. They express their concern, citing these results are disturbing - particularly given the size of the public sector as an employer. Gunnigle *et al.* (1997) are satisfied however, that the findings made by McMahon and Gunnigle (1994) concerning MNCs, demonstrates PA as an important variable in stimulating and maintaining a culture that promotes high performance.

McMahon (1999) reports an overall figure of 62% in PM practice, just 4% more in five years (McMahon and Gunnigle, 1994). However, these two studies reveal more significant private sector practice figures, increasing by 8%, i.e. from 65% to 73% respectively. The Cranfield/UL Survey of HRM (Morley *et al.*, 2000), also conducted in 1999, supplies further information that the process is now a common feature of organisational life in Ireland. Also covering both sectors, it reveals that overall approximately two thirds of managerial and professional/technical staff are covered by an appraisal system. While less pervasive for other grades, a significant proportion of manual grades are also covered.

Turning now to this millennium, the Irish Business and Employers' Confederation (IBEC) have conducted five surveys to date (2012b, 2009, 2006, 2004 and 2002) on HR practices in Ireland, including that of PM. This national body represents 7,500 employers, drawn mainly from the private sector. For 2002 and 2004, they report overall PM practice to be 70 and 73% respectively. In 2006 and 2009 further growth is recorded, moving from 75 to 84% in just three years. McMahon (2009) also reveals an increase in PM usage within this sector with an uptake of 77% amongst indigenous industry and a resounding 96% amongst foreign firms. IBEC (2012) also reported that the number one people management priorities for its members is PM.

Evidence of the growth of PM practice here can be gleaned from Gunnigle *at al.* (2011). They examined the results of the Cranet E/Kemmy Business School-UL (2010) Survey on International HR Management: Ireland which also surveyed both sectors. The response rate – 83% - is however, primarily from the private sector. They find a growing trend towards formalising the PM system in organisations, with a prevalence rate of 82%. Similar to Morley *et al.* (2000), their research also reveals a significant proportion of manual grades that are also covered by formal appraisal systems (49%)

(Table 6 refers). The most recent available study, this time conducted in 2011 by Talentevo - a computer software company that includes an online PMS amongst its products - and Dublin City University (DCU), report a high prevalence rating of 87%. However, it does not make any distinction between the private and public sector. This totality of empirical evidence (Figure 1) suggests a significant growth in PM practice in the Irish private sector since its days as PA in the 1960s to its current model. This practice appears to have been almost fully embraced by the respondent organisations – indigenous and foreign – and within all employee class sizes.

PERFORMANCE MANAGEMENT IN THE IRISH PUBLIC SECTOR

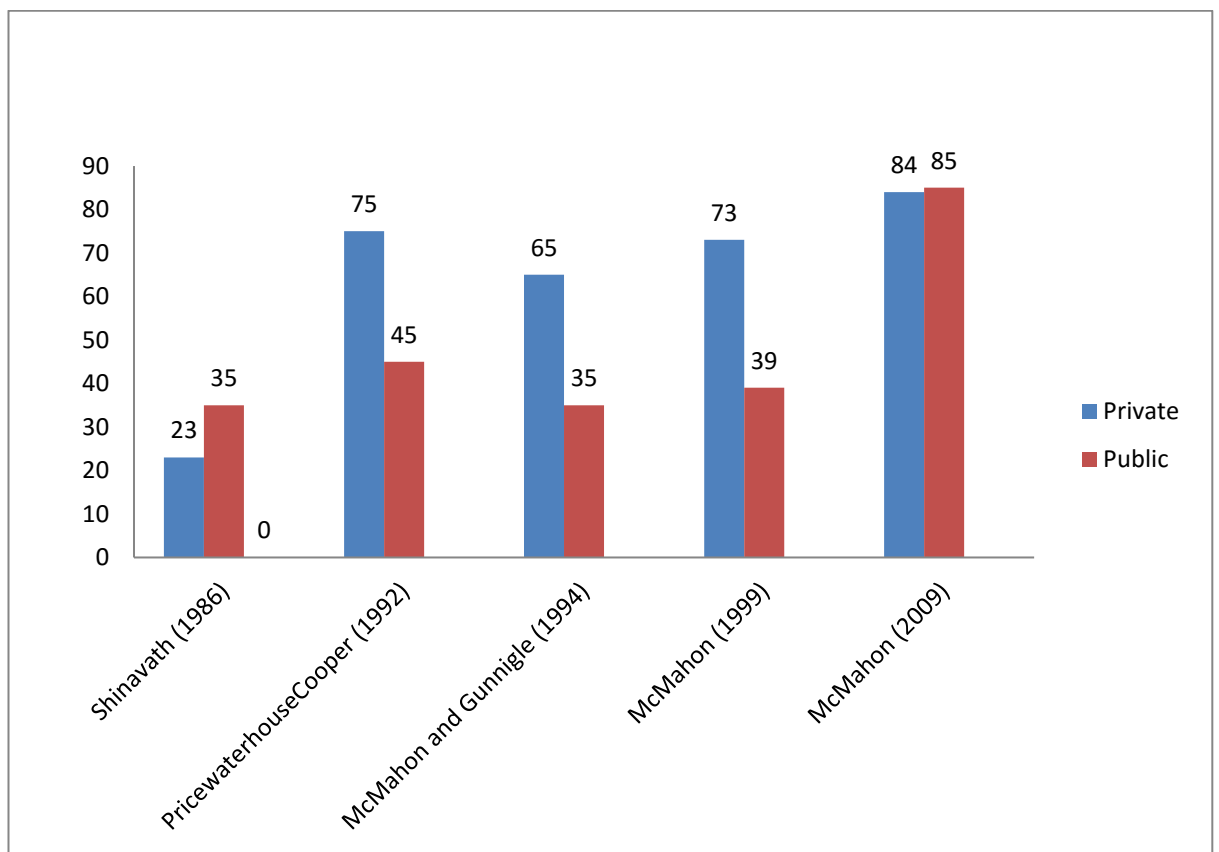


Figure 2

Comparative levels of PA/PM practice in the Irish private and public sectors, 1986-2009

PA first emerged within the Irish public sector in 1977 in a PA scheme for executive grades in the Civil Service (CS) (McMahon, 1999). However, McMahon (1999) suggests this initial introduction failed due to: lack of government and senior management commitment; little PM system experience; supervisors being unwilling or unable to be candid in staff feedback; workforce complacency in the face of guaranteed jobs and index linked salaries and a perception of promotion irrespective of documented ability. Indeed, Figure 2 above confirms little discernible increase in PAPM/ practice in the public sector until 2009.

As the Irish economy gradually improved during the 1990s it was at a time when the management of the public sector in many Organisation for Economic Co-Operation and Development (OECD) countries, notably the UK, was changing from a traditional public administration model to alternative control mechanisms (Boyle, 1995). Similar to UK government policy in the 1980s, Ireland was now making the modernisation of the public sector a key priority in a bid to improve competitiveness. In 1992, the Department of Finance and the Public Service Executive Union (PSEU) agreed both the principle and mechanics of a mandatory PA scheme for executive and higher grades under the terms of the Programme for Competitiveness and Work (PCW) partnership agreement, 1994-97 (McMahon, 1999). The system included a novel form of performance-related pay (PRP). It also made its documentation available to interview boards when promotions were being considered. 1992 also saw the results of a PricewaterhouseCooper/University of Limerick (PwC/UL) survey which discovered a 45% incidence of PA practice in public sector organisations employing 200 or more.

In 1994, the Strategic Management Initiative (SMI) came to the fore in the CS. Its purpose was to improve effectiveness and to ensure that employment practices in the Service would reflect best practice elsewhere (McMahon, 1999). In the same year,

Gunnigle and McMahon (1994) found a 35% prevalence rating of PA practice across all employee class sizes within the Irish public sector.

In 1996, Delivering Better Government (DBG) expanded on the SMI framework, by advocating the introduction of a new approach to HRM for the CS (O'Connor, 2003). This culture of change management has been defined by Wanda *et al.* (1997) as the systematic, continuous and iterative practice of altering specific workplace systems, behaviours and structures to improve organisational efficiency or effectiveness. In line with such alterations in the workplace, three years later, McMahon (1999) reports 39% of public sector organisations with an appraisal scheme. But this figure was destined to rise dramatically with the adoption of a Performance Management Development System (PMDS) through Partnership 2000 (Department of the Taoiseach, 1997). This agreement recognises that the entire public sector had to adapt to the forces of change in the wider economy, through improved responsiveness and flexibility in its customer service (Department of the Taoiseach, 1997). Its goal is to contribute to the continuous improvement in performance in all government departments and offices. Furthermore, it recognises that the entire public sector has to adapt to the forces of change in the wider economy, through improved responsiveness and flexibility in its customer service (General Council Report No. 1368, www.gov.ie, 2000). With regard to trade union agreement to this process or system, the consensus is that the price of staff or trade union acceptance of tangible reward and/or performance related pay (PRP) within the realm of PM may be the concession of the right of negotiation over such matters (The UK Labour Research Department (LRP) (1997), Armstrong and Baron (2003) and McMahon (2009). A further agreement was reached in 2002 in General Council Report No. 1398 (www.gov.ie, 2002). It concerned the introduction of upward appraisal into the PMDS in the CS by 2004.

But, in 2008, the OECD chided the Irish public sector for not taking PMDS seriously and using it as “little more than a paper exercise” They comment that “little energy has gone into guaranteeing that these processes are really successful in changing government culture”. Nevertheless, they add that “in recent years, however, the weight of the PMDS (since 2000) has increased significantly” (McMahon (2009:189).

In 2009, the Public Service Agreement (PSA)/Croke Park Agreements’ (2010-14) policy on PM included merit-based, competitive promotion policies, significantly improved PM across all public service areas, promotion and incremental progression to be linked in all cases to performance and finally, PMDS to be introduced in all areas of the public service where none currently exist. In the same year, McMahon (2009) reports an 85% incidence of PM practice in the public sector, a significant 46% increase in ten years (McMahon, 1999). Also in 2009 (Department of Finance, 2010), a survey of all members of the CS found both staff and management seeing a need for greater assistance in dealing with underperformance and that the system be fair and consistent. Staff, in particular, wishes for an enhanced developmental side to PMDS, improved discussion with managers regarding competencies and in determining current work assignments and career development.

Discussions on strengthening PMDS within the CS continued in 2012 (IMPACT, 2012). This included strengthening the ‘forced distribution (FD) of ratings’ system first introduced in 2007, where a fixed percentage of staff would fit into each of the ratings categories (McMahon, 2009). However, IMPACT (2014) felt altering the agreed process of FD would mean that a certain percentage of staff were deemed to be underperforming each year, regardless of their actual individual performance. No agreement was reached on this and a system of calibration, which does not use FD, is being piloted since 2013.

Agreement for 2013 contained provision for the streamlining of the paperwork concerning PMDS in the Civil Service and to develop an automated PMS (Department of Public Expenditure and Reform, 2012). There was also accord to underscore the linkage between financial inputs and individual/organisational performance. It was further agreed that a new competency and rating scheme be introduced, including the introduction of a ‘performance calibration review’ involving multiple managers coming together to discuss employees’ performance ratings thus ensuring an objective assessment while also helping to eliminate any potential manager bias. This agreement also proposes to link PM with GovStat which aims to be a whole-of-Government PMDS designed to measure success in delivering on the Government’s goals. The most recent public sector pact, namely, the Haddington Road Agreement (HRA) (Labour Relations Commission (LRC), 2013) reaffirms agreed policy of increasing the introduction of PMDS across the sector at the individual level, managing underperformers and introducing management performance measures for senior management grades.

A number of divisions of the public sector including health, education, the local authorities, semi-state bodies and An Garda Siochana have all had differing experiences of PMDS to date:

The Health Service Executive (HSE), employing over 100,000 (HSE, 2010), makes it the largest single public sector employer in the State. In 2003, a team-based performance management system was agreed for this body, as provided for in Sustaining Progress (SP) (Health Service Executive – Employers Agency (HSE-EA), 2005). However, work only commenced on this in 2010, as committed to in the Public Service Agreement (PSA)/Croke Park Agreement, 2010-14 (Department of Public Expenditure and Reform, 2010). According to the HSE Corporate Plan, 2008-11 (HSE, 2008) significant improvements in moving towards a PM approach have already been

achieved. But the report adds that it is likely to take several years before the development of effective, sustainable and embedded PM arrangements are fully realised. Presently, there is a monthly Performance Report (PR) or HealthStat on the HSE website which provides an overall analysis of key performance data in different areas. It is used to monitor performance against planned activity and to highlight areas for improvement. These reports are based on Performance Activity and Key Performance Indicators (KPIs) as outlined in the HSE National Service Plan (NSP), 2012.

As part of the Public Service Modernisation element of Towards 2016 (Department of the Taoiseach, 2006), the parties representing primary and post-primary teachers have agreed that the most appropriate basis for the development of strategies to enhance team and individual contribution is in the context of school development planning and holistic self-evaluation processes. These are to be conducted by the school in line with best practice. New procedures were to be agreed in time for implementation with effect from the commencement of the 2007/2008 school year. Since then however, the Public Service Agreement (PSA)/Croke Park Agreement (Department of Public Expenditure and Reform, 2010) effectively superseded Towards 2016 (Department of the Taoiseach, 2006) in regard to PM. The former agreement's principal stipulation is an additional hour spent by teaching staff, once a week, at the end of the school day, thus making up a total of two days in any school year. The essential activities are not directly PM related but in the school year, 2012/13, school self-evaluation, as referred to above, was set to be introduced in primary schools (Irish Primary Principals Network (IPPN), 2012). It is intended to focus on the quality of teaching and learning in the school, which is the core work of the schools. Regarding second level teachers, according to Reidy (2014) the Irish Teaching Council is to be empowered in 2014 to act on underperforming teachers.

He stresses however that these proposals are little more than a minor amendment to procedures in the Teaching Council Act (2001), with some additions to the sanctions.

PM practice in the sixteen Education and Training Boards (ETBS's) is being reviewed and evaluated through a pilot PMDS system which took place in the second quarter (Q2) of 2012 (PSA, 2010) when the ETBs were still categorised as Vocational Education Committees (VECs), which, at that time, numbered thirty-three. Depending on the results of this evaluation the Department of Education and Skills will look at rolling out this system nationally across all ETBs.

In relation to third level education, PMDS has been in place in our universities since the advent of Sustaining Progress (SP) (2003). The fourteen Institutes of Technology Ireland (IOTI) have been among the last of the public sector education bodies to implement the system, doing so in January 2006.

Furthermore, reform of the local government sector means that the number of authorities is now reduced from 131 to 31 (Local Government Reform Act, 2014). PMDS in these bodies has been in place since 2006. Hay Group/Institute of Public Administration (IPA) (2007) reports that whilst almost three quarters of employees had received PMDS awareness training only a quarter had actually completed a Personal Development Plan (PDP). Similarly, while there are over 4,000 teams in place in the Local Authorities, less than half had completed a Team Development Plan (TDP). Among the reports fourteen recommendations are that management be proactive in 'selling' PMDS; the process or system must be integrated with other organisational activities, while training, as an outcome, must be given priority. It also recommends that an independent verification group explore the feasibility of a link between PMDS and performance related pay (PRP) for senior staff. The current state of affairs regarding

PMDS and local government is contained in the Action Plan, PSA for the Local Authority Sector, 2012 (Department of Environment and Local Government, 2012). It recommends the creation of a more effective system which enables staff to deliver corporate objectives, promote individual accountability and improve service delivery.

Of the 37 commercial semi-state bodies (MacCarthaigh, 2009) only five, currently make any mention of PM or its related activities on their individual website. This may not be surprising due to the lack of enforcement of PM in the sector prior to the PSA (Department of Public Expenditure and Reform, 2010). One has to look to this Agreement to see reference to the semi-state sector as a collective and its relationship with PM. The PSA (Department of Public Expenditure and Reform, 2010) commits both the semi-states and the 249 Non-Commercial Semi-State Bodies (NCSSB) to a review of PMDS in 2010 and links promotion and incremental progression in all cases to performance. The Agreement also calls for the implementation of appropriate systems to address under-performance via training or where appropriate, through disciplinary procedures. The following year witnessed the publication of a Workforce Planning Framework for the Civil Service and NCSSB's (Department of Public Expenditure and Reform, 2011). This intended to support these bodies in preparing their strategic and business planning objectives.

An Garda Síochána has introduced the PALF (Performance, Accountability and Learning Framework) system (An Garda Síochána, 2012). This new system will strengthen and complement existing PM systems by providing a formal framework for all members to set and achieve goals, discuss performance and development needs and receive appropriate developmental opportunities. Former Garda Commissioner Callinan stressed the importance of the word 'learning' and expressed the wish that the framework will continuously develop Garda personnel at both individual and team

levels. The Association of Garda Sergeants and Inspectors (AGSI) add that an IT (Information Technology) model is being developed to support the working of the PALF system (AGSI, 2011).

It is evident from the preceding history of PM that international thinking and events have impacted upon its evolution in Ireland, notably in the private sector. However, the advent of PMDS in 2000 has spawned the widespread growth in PM practice in the public sector, most notably in the CS. Its influence is evident in the public sector figures generally where PM practice has grown by 46% from 1999 to 2009 (McMahon, 1999; 2009). It has also outstripped private sector activity, with 85% practising PM in the public sector in 2009, one point more than their private sector counterparts (McMahon, 2009). However, the literature review up to 2007 and prior to the McMahon (2009) study, found a lack of detailed empirical evidence regarding PM in the Irish private and public sectors (Figure 2 refers) to match that of Armstrong and Baron (2003), in their survey on PM in the UK, conducted in 1997/98. This prompted the researcher to conduct primary research in this area.

This research gap assisted in formulating the four research objectives outlined in the Introduction. The primary research contained here will focus on the first objective, namely, an assessment of the comparative levels of practice of PM in Ireland.

RESEARCH METHODOLOGY

Arising from the research gap identified (Figure 2), the chosen research design was from a quantitative paradigm. This paradigm is termed as positivist or empiricist. It is deemed suitable because, according to Creswell (1994), the entire quantitative positivist study is approached using a deductive form of logic, wherein theories and hypotheses are tested in a 'cause and effect' order. He continues that the intent or aim of the study, such as this one, is to develop generalisations i.e. conclusions that can be applied to the

population at large. Furthermore, the purpose of this method is to obtain, on a sequential basis, quantitative results from a representative stratified random sample.

According to Remenyi *et al.* (1998), such quantitative research is seen as an objective ‘scientific’ method of collecting facts, followed by studying the relationship of one set of facts to another. This analysis involves using statistically valid techniques. Anderson (2004) suggests that the survey method, in particular, can be used to measure issues that are crucial to the management and development of HR, such as: behaviour, attitudes, beliefs, opinions, characteristics and expectations. This opinion has greatly influenced the researcher’s choice of a survey for the purpose of this study. However, Easterby-Smith *et al.* (2002) warn that this method, given that it is statistically based, tends not to be completely effective in understanding processes or the significance that people attach to actions.

The sample was chosen using the following strata, based on Central Statistics Office (CSO, 2006) and Kompass Ireland (2007) data:

1. Dublin and the rest of the country (25 counties)
2. private and public sector organisations
3. six employee class sizes
4. 11 private sector categories as listed in the Kompass Ireland (2007) database
5. 6 sub-sectors of the public sector.

According to the CSO (2006) the employed labour force in Ireland is just over 2 million and of these about 20 % are in the public sector. Approximately half of public sector employee cohort is located in Dublin. Of the 1.65 million working in the private sector, approximately 70% work in the capital. The subsequent sample, downloaded from the Kompass Ireland database in June 2007, totalled 500 organisations. Six employee class sizes were chosen, ranging from 50 to 5,000 per organisation. This resulted in a total of 90 public sector organisations being surveyed, employing approximately 38,500 people.

The categories within this sector included the Civil Service, education, local authority, HSE, semi-state and 'other'. The ten categories of private industry were agriculture/food and drink, business services, construction, distribution, industrial plant, manufactured and processed goods, media and telecommunications, minerals and raw materials, tourism and leisure, transportation and 'other'. The combined target employee number was just under 164,500.

In compliance with best practice, the self-administered questionnaire contained instructions regarding its completion (Easterby-Smith *et al.*, 2002). These were designed to facilitate efficient completion of the questionnaire. The target recipient was the HR manager/director or Chief Executive Officer (CEO). The questionnaire itself consists of thirty-two questions and is divided into four sections covering demographic data, background to the incidence and nature of current PM arrangements, objectives of the process and fourthly, the mechanisms used and the perceived effectiveness of the PM process or system in general. It is noteworthy that the questionnaire was based on that distributed in the UK by Armstrong and Baron (2003)

With the primary research tool in place and the dataset downloaded from the Kompass Ireland database (2007) the researcher launched his survey- following delivery of a 'pre'- letter- in November 2007. Two reminder letters were subsequently sent and the survey closed in February 2008.

DATA ANALYSIS

The survey yielded 204 useable responses (41%) from organisations employing over 75,000 in total. Over 25% were from the public sector. A key finding is that 92% declare their PM process to be some way effective. Furthermore, 73% of all respondents state they operate a PM process or system; 66% in the private sector and 91% in the public.

The responses are also analysed on a bivariate basis, typically asking if there is a difference or a relationship between the two variables i.e. the private and public sector (Devore and Peck, 2005). This is also described as a hypothesis, a research objective (Mirabella, 2008) or as cross-tabulation (Norusis, 2008). However, to evaluate its truth one has to conduct a hypothesis test or null hypothesis. This study attempts to establish the truth concerning (or disprove as statement of fact) the four research objectives with regard to current PM practice in Ireland between the two sectors. There must be enough evidence to say they are true. It can be confirmed that all of the Chi-Square Tests of Independence results that have been conducted through the SPSS data analysis package, strongly suggest that there is a real difference between the two variables being tested.

Table 1 illustrates the breakdown by size of respondent organisation, based on the number of employees, with formal PM processes.

Table 1

Size of respondent organisation, based on number of employees, with formal PM processes

		Approximate total number of Employees				
Operating PM processes	Overall	50-99	100-499	500-999	1,000-4,999	5,000 >
Yes	73%	55%	76%	100%	88%	100%
No	27%	45%	24%	0%	13%	0%
N =	204	74	88	20	16	6

The public sector outscores the private in almost all employee class sizes terms of those with a formal PM process or system. What is also notable is the relatively high uptake in both the 50-99 and 100-499 employee class size in the two sectors, particularly in the private (Table 2 refers).

Table 2

Total number of employees in all categories with a PM process in place in both sectors

	Overall	50-99		100-499		500-999		1,000-4,999		>5,000	
		Private	Public	Private	Public	Private	Public	Private	Public	Private	Public
Yes	73%	49%	100%	74%	82%	100%	100%	86%	89%	100%	100%
No	27%	51%	0%	26%	18%	0%	0%	14%	11%	0%	0%
Total	204	65	9	66	22	9	11	7	9	3	3

In terms of the ownership, the majority of private sector practitioners of PM are from the US, thus verifying findings in the literature review (Table 3 refers).

Table 3

Foreign owned organisations operating formal PM processes

Country/Region of Ownership?	n	Operate formal PM processes?	
		Yes	No
'Other'	10	100%	0%
USA	29	93%	7%
UK	11	82%	18%
EU (other than UK)	11	73%	27%
Total:	61		

Within this sector, media and telecommunications is placed first in the category of ownership, followed by business services and the ‘other’ category in third place. Minerals and raw materials drew a zero response (Table 4 refers).

Table 4

Private sector by category operating formal PM processes

Category of Private Sector Industry	N	Operate PM processes?	
		Yes	No
Media and Telecommunications	4	100%	0%
Business Services	12	83%	17%
‘Other’	40	80%	20%
Distribution	7	71%	29%
Agriculture/Food and Drink	14	64%	36%
Manufacturing and Processed Goods	39	62%	38%
Construction	12	50%	50%
Industrial Plant	4	50%	50%
Transportation	2	50%	50%
Tourism and Leisure	17	41%	59%
Minerals and Raw Materials	0	0%	0%
Overall	151	73%	27%

With regard to the category of public sector ownership, the CS, local authorities and the semi-states all tied for first place, followed by education and the health service (Table 5 refers).

Table 5**Public sector bodies operating formal PM processes**

Public Sector bodies	N	Operate PM processes?	
		Yes	No
Semi-State	15	100%	0%
Civil Service	10	100%	0%
Local Authority	7	100%	0%
Education	8	88%	13%
Other	5	80%	20%
HSE	8	63%	38%
Total:	53		

In terms of category of staff, 53% (n=108) say all of their full-time staff are included in the PM process. Forty per cent (n=81) report all of their part-time staff are covered, while 24 % (n=48) say all of their contract staff are also covered. Twelve per cent (n=24) relate that all ‘other’ categories of staff are also catered for.

A clear majority of management is covered in both sectors, as illustrated in Table 6, where the figures are compared with McMahon (2009) and Gunnigle *et al.* (2011). With regard to manual workers, 86% are covered in the public and 65% in the private equivalent.

Table 6
Performance Management process coverage in Ireland by level of staff

Level of Staff	McMahon (2006-09)	Corbett (2007-08)	Morley <i>et al.</i> (2011)
	%	% (n)	%
Senior/Top Management	87	89 (128)	84
Middle/Line Management	97	85 (124)	Not surveyed
Skilled/Clerical/Administrative	92	77 (108)	77
Manual/Blue Collar	66	65 (79)	49
Other/Miscellaneous Staff categories	85	Not surveyed	83

The public sector also outscores the private when asked if the process links organisation, team and individual plans and if it includes the review and appraisal of staff performance. However, the private is marginally stronger in carrying out one-to-one, team and a combination of one-to-one and team meetings as part of the process. It is also marginally stronger in providing additional training and development for staff.

With reference to trade unions, 96% of the public sector respondents are members compared to 45% in the private. This survey further reveals the public sector has greater trade union membership numbers in all categories of staff. A categorical 80% of the public sector agreed their PM process with the trade unions compared with 32% amongst the private. When asked what was the unions' attitude to the introduction of PM a majority replied that it was either very positive or positive. In terms of sector, over 60% of the public sector trade unions are seen as having a positive attitude whereas almost 70 per cent of the private equivalent are regarded as having a negative viewpoint.

Of those without a current PM process, a majority within the public sector said they have plans to reintroduce same in two years' time (2010). The reasons for abandoning the process within the last ten years were relatively similar in both sectors, with the private sector citing it 'as too time consuming', experiencing 'a lack of commitment from line managers' and that 'it did not achieve its objectives' as their top three. The public sector informs the researcher that 'lack of commitment from line managers' and 'not achieving its objectives' as being their principal reasons for abandonment of the process.

An equal number also report that their PM process is a new or existing one. While half the public sector respondents relate it took two years or more to develop their process, just over a third of the private sector equivalent saying it took them less than a year to

do so. A clear majority of the public say all staff were involved in its development and design. Both sectors report that training is provided in PM techniques. Nevertheless, skilled/technical/clerical and manual grades receive more of this training in the public sector. Equality exists in terms of having an appeals mechanism in place, that annual appraisals are carried out and that the majority of appraisals are paper-based.

Finally, the sectors are asked if their PM process or system is a success based on its effectiveness. A combined total of 92% say it is in some way effective. Analysing this figure further, a majority figure of 18% from the private sector say the process is very effective/effective.

CONCLUSION

According to the empirical evidence, the level of practice of PM in Ireland has grown significantly from the first known survey conducted in the early 1960s to the present day. The growth in recent years has been noticeably more pronounced in the public sector, brought about mainly through the intervention of partnership agreements from 1987 to 2009. The public sector took their lead from their private sector counterparts who in turn were much influenced by the policies of foreign MNC's, notably from the US.

The survey by this researcher makes a number of key findings. Firstly, it reveals that PM is practised by almost three-quarters of all respondents, and by a majority of a quarter within the public sector. This confirms the content of the literature review regarding the growing emphasis of Irish government policy on the introduction of PM in that sector. Secondly, while the vast majority perceive it as in some way effective this primary research also reports a higher effectiveness rating amongst the private sector. It is noteworthy also that a majority of the workforce are covered by the process, with over half of the respondents reporting that all management and

skilled/technical/clerical workers as active participants, while almost half of manual workers are also covered. A further observation is that senior management, line managers and the HR departments are most heavily associated with the development and design stage of the PM process in their respective organisations. Finally, over half of full-time staff are covered, with just under that figure of part-time and a quarter of contract staff also under the PM umbrella.

Looking forward, it would be most informative and insightful if another quantitative study of PM in Ireland is conducted using a larger dataset. This would offer increased representation or generalisability of the results. Secondly, it may prove beneficial to issue a third reminder letter to non-respondents in a bid to boost the response rate further. In terms of methodology, a qualitative analysis would also be most informative. A combination of quantitative and qualitative data (or triangulation) provides a more complete picture, by noting trends and generalisations, as well as providing an in-depth knowledge of participants' perspectives. According to Creswell and Plano Clark (2007), such an analysis would consist primarily of open-ended information gathered through interviews with participants, allowing them to supply answers, in their own words, in respect of the key PM themes. For example, this could take the form of consultation with staff by way of focus groups meetings over a cross section of organisations. One-to-one meetings/interviews could also be held with a representative sample of line and/or senior managers and with staff and their representatives. A good example of this technique is the HAY Group/Institute of Public Administration (IPA) Evaluation Report of PMDS in Local Authorities (2007). Finally, a study addressing the role of PM *vis-a-vis* change management initiatives may yield further significant insights as to its value and the limitations thereof.

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**A National Assessment of
Performance Management practice
in Ireland**

By
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DIT Aungier St
Thursday March 19th 2015

The Aim of this Presentation:

- ✓ Examine the introduction of Performance Appraisal (PA) – a precursor to performance management (PM), which is now its subset
- ✓ Explore the international background to PM
- ✓ Analyse the growth of PM in the Irish private sector
- ✓ Review its subsequent and consequential growth in the Irish public sector
- ✓ Primarily to reveal the primary research findings made in 2007/08 by this researcher



PA – a pre-cursor to PM

- First documented in Imperial China in 3 A.D.
- It became to be traditionally seen as:
 - an annual meeting involving no more than top-down and unilateral judgements by 'superior' of the 'subordinate'
 - concentrating on what had gone wrong
 - not looking forward to future developmental needs



Performance Management defined:

A systematic process for improving organisational performance, by developing the performance of individuals and teams.

It involves understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. (Armstrong, 2009)



Basic features of PM

- has an emphasis on both the development and evaluation of the individual employee
- makes use of 'profile', in defining the individual's strengths and development needs
- integrates the results achieved (output) with the means by which they have been achieved (input)
- separates review of development from that of salary

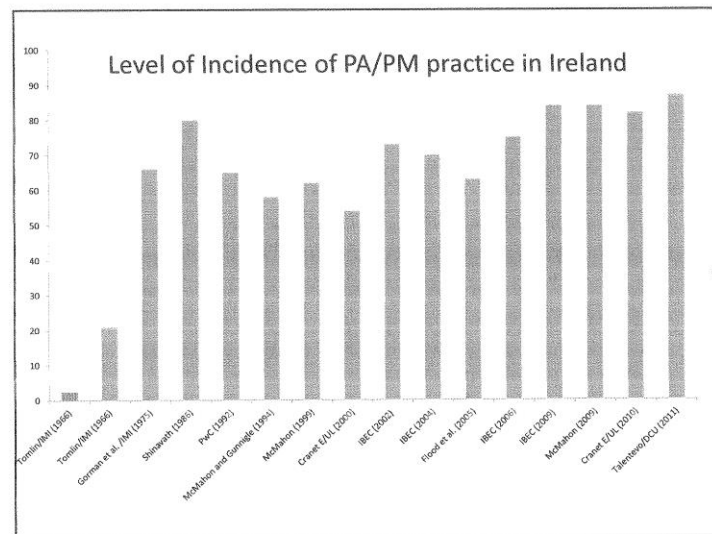
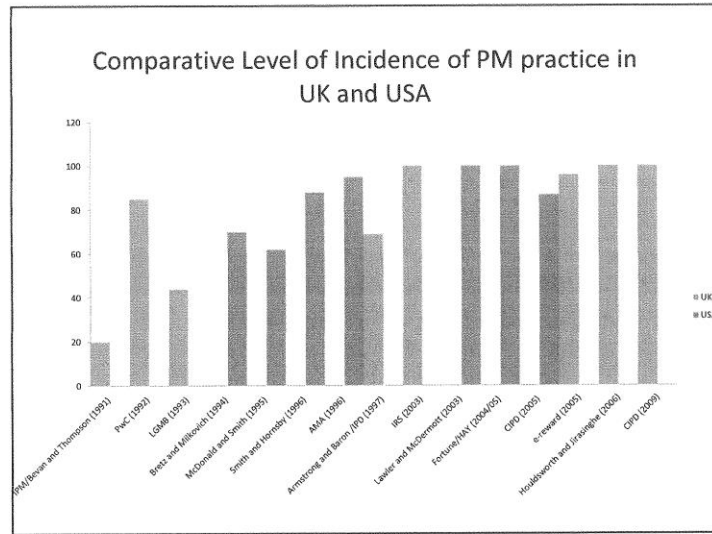
(Beer & Ruh, 1976)



PM in a global context



- Literature review focused primarily on UK and USA
- USA – the concept of PA and PM originated here – exported worldwide via MNC's, notably here in Ireland
- UK – PM officially introduced in 1980s by IPD, initially within private industry
- In 1990s, New Public Management (NPM) came into practice in UK public sector
- Today, widespread empirical evidence that PM is now embraced by majority of both sectors in both jurisdictions
- Emerging economies now also embracing PM e.g. India, China and Mexico (Varma et al., 2008)



The Irish Public Sector and Performance Management Development System (PMDS)

1. Partnership 2000 - the entire public sector has to adapt to the forces of change in the wider economy, through improved responsiveness and flexibility in its customer service (Dept of the Taoiseach, 1997)

➤ The goal of PMDS is to contribute to the continuous improvement in performance in all government departments and offices (General Council Report No. 1368, www.gov.ie, 2000).

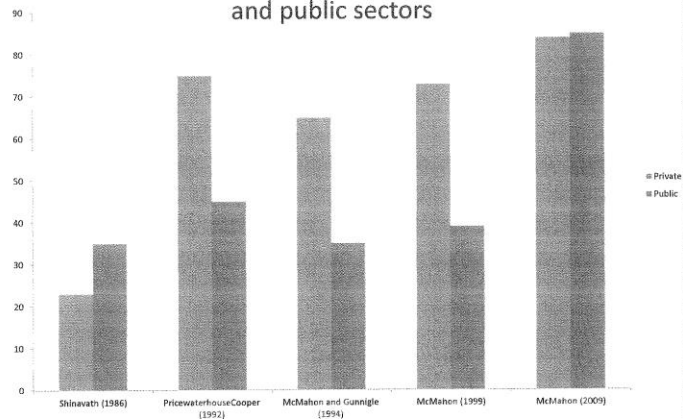
2. Public Service Agreement(PSA)/Croke Park (2009):

- Merit-based, competitive promotion policies
- Promotion and incremental progression to be linked in all cases to performance

3. Haddington Road Agreement (HRA, 2013)

- Reaffirms introduction of PM at individual level, managing underperformers and management performance measures for senior management grades

Comparative levels of PM practice in Irish private and public sectors



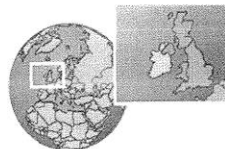
Research Methodology

- Research gap of nine years (1998-2007) since last survey on PA/PM in both sectors
- This study is dedicated to Irish PM practice on a comparative basis between the private and public sectors
- Self-administered Questionnaire structure validated by that used by Armstrong & Baron (2003) in 1998
- The purpose of this methodology was to obtain, on a sequential basis, quantitative results from a representative random sample.



A stratified random sample of 500 organisations:

1. Dublin and the rest of the country (25 counties)
2. private and public sector organisations (80:20)
3. six employee class sizes (50-5,000 plus)
4. 11 private sector categories as listed in the Kompass Ireland (2007) database
5. 6 sectors of the public sector.

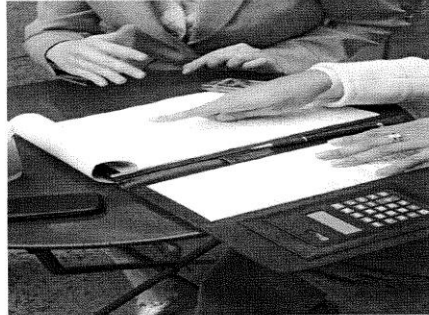


Four Research Questions

1. The comparative level of incidence of PM practice amongst private (Irish and foreign owned) and public sector organisations
2. What the objectives of the process are for these organisations?
3. How PM is practised by these organisations, including the mechanisms employed?
4. The comparative perceived impact or effectiveness of PM.

Response Rate, November 2007 – February 2008

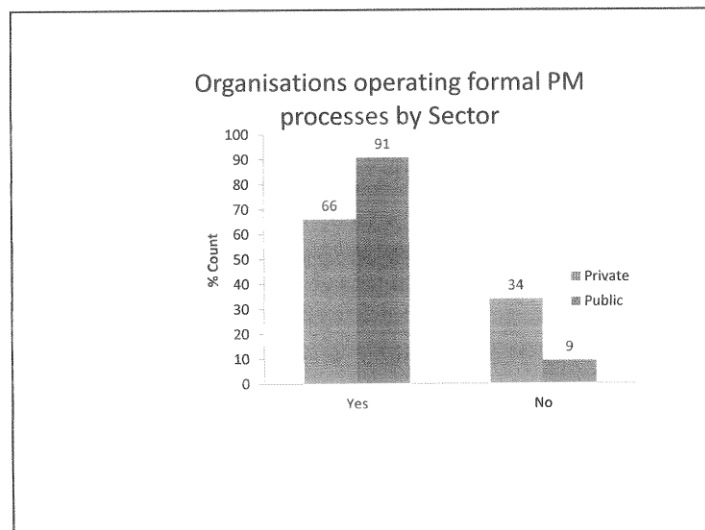
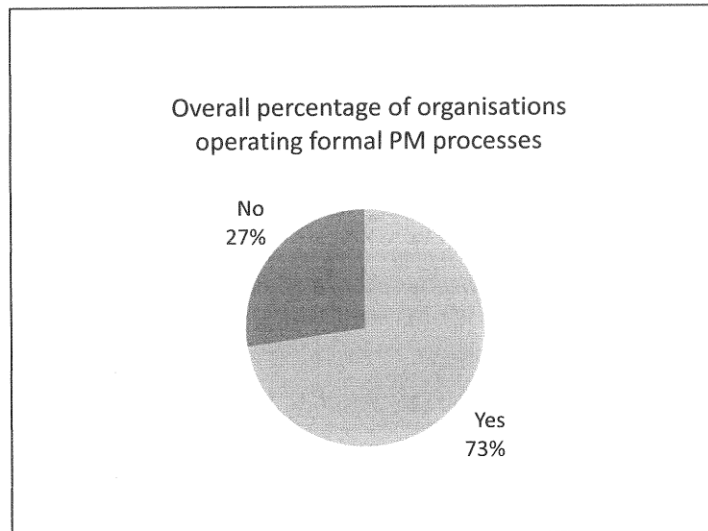
Sector	No. Of Organisations Surveyed	No of Respondent Organisations	Percentage Response Rate	No of Employees
Private	409 (82%)	150	36.7%	41,183*
Public	90 (18%)	54	48.6%	33,919
Total:	499 (100%)	204	40.8%	75,102



Data Analysis of results obtained in 2007/08

Summary of Key Findings regarding levels of practice.

**1. The level of incidence of PM
practice in Ireland**



Formal Performance Management practice by
Employee Class size

	50 – 99 employees	100 – 499 employees	500 – 999 employees	1,000 – 4,999 employees	5,000 > employees
Yes	55%	76%	100%	88%	100%
No	45%	24%	0%	13%	100%
Total	100%	100%	100%	100%	100%
N =	74	88	20	16	6

Ownership status of Organisations operating formal PM
processes

Ownership status	N	Operate formal PM processes?	
		Yes	No
MNC HQ	8	100%	0%
Public Sector	54	91%	9%
Irish Privately owned	51	86%	14%
Irish MNC	5	80%	20%
MNC Subsidiary	8	63%	38%
Irish Publicly Quoted	78	49%	51%
Total:	204	73%	27%

Foreign-owned organisations operating formal PM processes

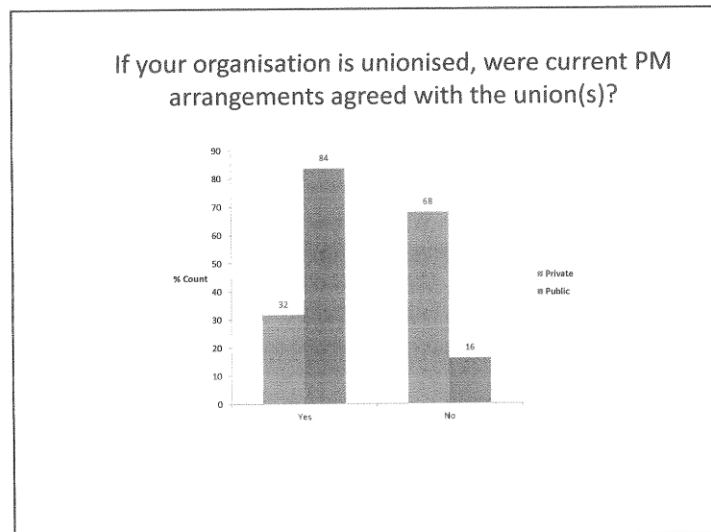
Country/Region of Ownership?	n	Operate formal PM processes?	
		Yes	No
'Other'	10	100%	0%
USA	29	93%	7%
UK	11	82%	18%
EU (other than UK)	11	73%	27%
Total:	61		

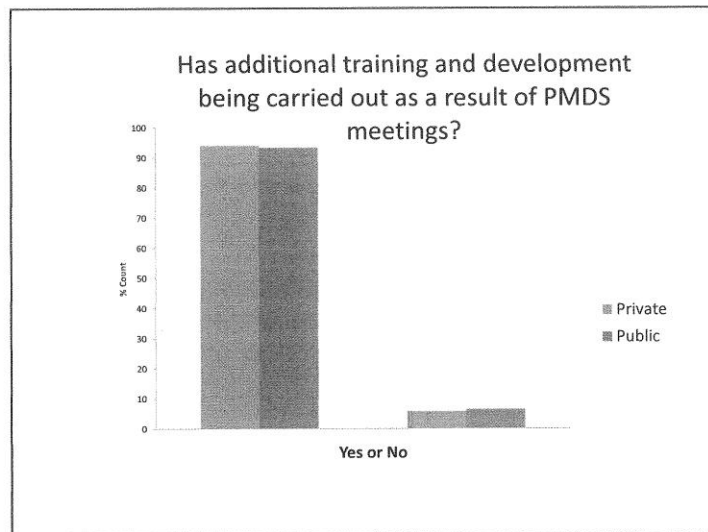
Categories of Irish Private industry operating formal PM processes

No.	Category of Private Sector Industry	N	Operate PM processes?	
			Yes	No
1	Media and Telecommunications	4	100%	0%
2	Business Services	12	83%	17%
3	'Other'	40	80%	20%
4	Distribution	7	71%	29%
5	Agriculture/Food and Drink	14	64%	36%
6	Manufacturing and Processed Goods	39	62%	38%
7	Construction	12	50%	50%
8	Industrial Plant	4	50%	50%
9	Transportation	2	50%	50%
10	Tourism and Leisure	17	41%	59%
11	Minerals and Raw Materials	0	0%	0%
	Overall	151	73%	27%

Irish Public sector bodies operating formal PM processes

No.	Public Sector bodies	N	Operate PM processes?	
			Yes	No
1	Semi-State	15	100%	0%
2	Civil Service	10	100%	0%
3	Local Authority	7	100%	0%
4	Education	8	88%	13%
5	Other	5	80%	20%
6	HSE	8	63%	38%
	Total:	53		





Conclusions regarding level of incidence of PM

- Clear majority of organisations now practice PM, notably in public sector
- Over 50% uptake in the 50-99 employee class size
- Evident that the influence of US MNC's has a knock-on effect
- Concern regarding low uptake in Tourism and Construction related areas
- HSE the lowest ranked participant in public sector
- Trade Unions in public sector have embraced the 'developmental' aspect, notably concerning Training and Development

2. Objectives of PM practice in Ireland

Expressed in three formats:

1. Rank order
2. Median
3. Top '3'

1 (a) Rank order of objectives of PM in the Irish private sector

No	Objective	Rank	1	2	3	4	5	6	7	8	9	10	11	12
			%	%	%	%	%	%	%	%	%	%	%	
1	Agree key work objectives		41	15	4	15	8	4	3	1	2	0	1	0
2	Improve future performance		21	20	17	17	5	4	5	3	1	0	0	0
3	Provide feedback on performance		18	10	25	11	13	5	5	2	1	1	0	1
4	Identify training and development needs		4	15	15	15	15	13	7	2	3	3	2	1
5	Improve communications		0	7	8	11	15	12	4	8	8	9	3	3
6	Strengthen commitment and motivation		3	7	10	10	10	14	11	11	9	4	1	0
7	Secure feedback on supervisory/managerial effectiveness		0	4	1	2	2	8	12	16	9	5	12	9
8	Assess promotion/potential		4	5	9	7	8	5	15	14	8	11	0	2
9	Aid salary review		7	13	2	9	7	7	8	8	10	8	8	7
10	Career counselling		0	1	1	1	8	10	5	7	9	13	16	12
11	Assist HR decisions		0	2	3	0	1	5	10	3	14	13	13	14
12	Determine bonus payment		1	1	4	3	5	4	3	7	7	8	14	18

1 (b) Rank order of objectives of PM in the Irish public sector

No.	Objective	Rank	1	2	3	4	5	6	7	8	9	10	11	12
			%	%	%	%	%	%	%	%	%	%	%	%
1	Agree key work objectives		49	20	6	6	4	4	6	0	0	0	0	0
2	Improve future performance		20	18	10	16	10	8	4	2	0	2	0	0
3	Provide feedback on performance		10	16	18	10	18	10	6	0	2	0	0	0
4	Identify training and development needs		8	22	33	12	10	6	0	0	4	0	2	0
5	Improve communications		2	12	14	18	18	2	6	0	6	2	2	2
6	Strengthen commitment and motivation		2	6	10	8	6	18	18	8	6	2	0	0
7	Secure feedback on supervisory/managerial effectiveness		0	2	0	2	8	20	16	20	2	2	4	0
8	Assess promotion/potential		0	0	0	6	4	12	6	4	6	6	2	0
9	Aid salary review		2	2	2	2	4	0	0	2	2	4	4	10
10	Career counselling		0	0	4	6	6	0	4	14	6	6	0	4
11	Assist HR decisions		0	0	0	6	2	6	6	8	8	6	10	2
12	Determine bonus payment		2	0	2	2	2	0	4	2	0	4	4	6

2. Median rank position of PM objectives in both sectors

Objective	Overall Rank	Private Sector	Public Sector
Agree key work objectives	2	2	2
Improve future performance	3	3	4
Provide feedback on performance	3	3	4
Identify training and development needs	4	5	3
Improve communications	6	6	5
Strengthen commitment and motivation	6	6	6
Secure feedback on supervisory/managerial effectiveness	8	9	8
Assess promotion/potential	8	7	13
Aid salary review	9	7	13
Career counselling	10	10	12
Assist HR decisions	11	10	11
Determine bonus payment	12	11	13

3. 'Top three' objectives of PM in both sectors

No.	Objective ranked in 'top three'	Private Sector		Public Sector	
		No.	%	No.	%
1	Agree key work objectives	56	64%	37	79%
2	Improve future performance	53	61%	24	53%
3	Provide feedback on performance	49	57%	22	49%
4	Identify training and development needs	32	36%	31	65%
5	Aid salary review	20	24%	3	18%
6	Strengthen commitment and motivation	18	22%	9	21%
7	Assess promotion/potential	17	21%	0	0%
8	Improve communications	13	16%	14	33%
9	Determine bonus payment	6	9%	2	14%
10	Assist HR decisions	5	7%	0	0%
11	Secure feedback on supervisory/managerial effectiveness	5	7%	1	3%
12	Career counselling	2	3%	2	8%

Conclusions regarding Objectives of PM in Ireland

- Similarities between the two sectors e.g. agreeing key objectives, improve work performance and provide feedback
- Differences e.g. aid salary review higher in private sector while training and development higher in public equivalent
- Areas for improvement in both sectors e.g. career counselling, upward appraisal, aid HR decisions and assess promotion potential

3. How PM is practised, including Mechanisms used

Contributors within the organisation to the development and design of the PM process

Contributors within the Organisation	N	Private Sector		Public Sector	
		No.	%	No.	%
Senior Managers	120	80	95	32	89
HR Staff	110	70	95	33	92
Line Managers/Team Leaders	90	45	79	25	76
All Staff	77	16	33	18	62
Staff Representatives	75	20	46	27	84
TU Officials	54	3	14	27	84

PM mechanisms/schemes and features used by sector

No.	Mechanisms/Schemes & Features of PM	Total %	Private Sector %	Public Sector %
1	PDP	72	68	81
2	Objective-Setting and Review	69	75	55
3	Self-Appraisal	61	65	53
4	Competency Assessment	42	42	43
5	Rating Scale	39	43	30
6	Ranking	39	43	30
7	PRP	35	46	9
8	Peer Appraisal	29	33	19
9	Subordinate Appraisal	25	22	32
10	TDP	25	19	36
11	Customer Appraisal	21	23	19
12	360-Degree Appraisal	19	23	13
13	BSC	13	16	6
14	FD	9	13	0
15	Descriptive Essay	6	9	0
16	Critical Incident	6	8	2
17	Paired Comparison	2	3	0
	Total:	N=140	N=93	N=47

Practitioners of PM in Irish public sector in rank order and schemes/features they use

1. Civil Service – objective-setting and review, self-appraisal/PDP, competencies, ratings, subordinate appraisal
2. Education – Self appraisal/PDP, objective –setting and review, subordinate appraisal, customer appraisal
3. Local Authority – PDP/self-appraisal, TDP, peer appraisal, customer appraisal
4. Semi-state – PDP/self-appraisal, objective-setting and review, competencies, PRP
5. HSE- TDP, Self-appraisal/PDP, peer appraisal, subordinate appraisal, objective-setting and review

Observations regarding PM mechanisms/schemes used in the private sector

- TDPs most common in Construction
- PDPs most common in Business Services, Industrial Plant, Construction and manufacturing
- PRP most prevalent in Industrial Plant, Business Services, Manufacturing and Construction
- Similar to public sector, of the mechanisms surveyed, self, peer and customer appraisal, objective-setting and review, competency assessment and ratings particularly popular
- Manufacturing & Processed Goods has greatest range of mechanisms, outside of the 'other' category.

Conclusions regarding how PM is practised and mechanisms/schemes used

- Majority of organisations involve all parties in formulating the PM process
- Notable 'buy in' of public sector Trade Unions in this regard
- Concerted link between organisation, team and individual plan i.e. cascading objectives
- Evidence too of the central role of line management
- Objective-setting and review the most popular mechanisms used, along with self-appraisal/PDP, TDP, ratings, competency assessments
- To use a combination of 3 to 5 mechanisms is common
- Training in PM processes growing in popularity, notably the public sector
- PRP also growing in public sector.

4. The comparative perceived impact or effectiveness of PM practice

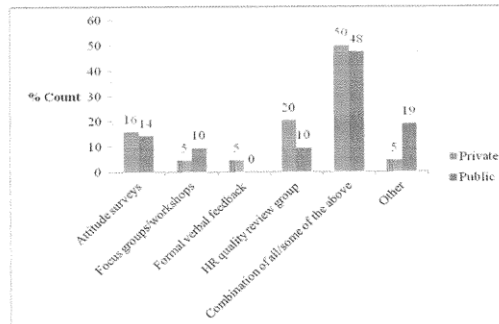
Level of effectiveness of mechanisms/features of PM

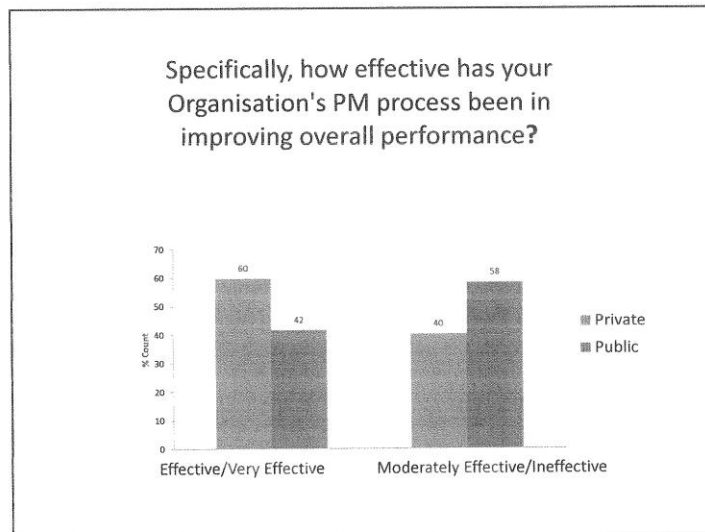
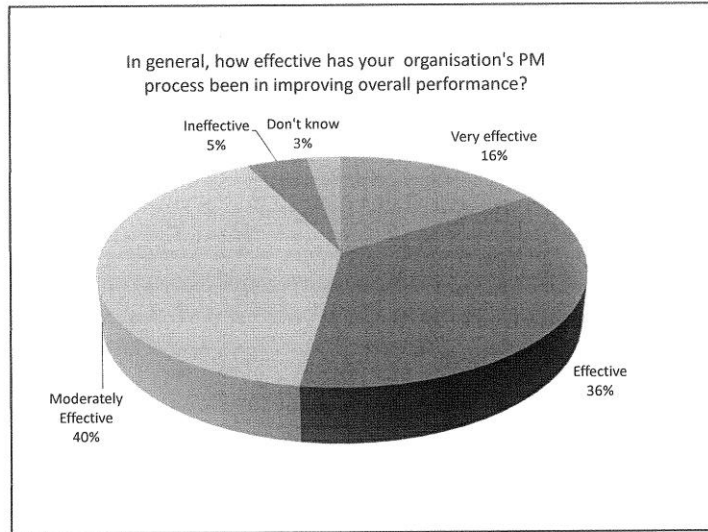
	Private		Public	
	Very or mostly effective		Very or mostly effective	
	%	n	%	n
Self-Appraisal	75	63	72	25
Peer Appraisal	71	34	89	9
Subordinate Appraisal	86	22	47	15
Customer Appraisal	96	23	56	9
360-Degree Appraisal	91	23	33	6
TDP	74	19	82	17
PDP	86	65	87	38
PRP	74	46	83	4
Balanced Scorecard	88	16	33	3
Objective-setting and review	92	72	96	26
Competency Assessment	88	40	75	20
Rating Scale	76	42	71	14
Ranking	45	11	100	1
Paired Comparison	75	4	0	0
Forced Distribution	54	13	0	0
Descriptive Essay	78	9	0	0
Critical Incident	75	8	100	1

'Top Three' inhibitors factors impeding PM

No.	Inhibitors ranked in 'top three'	Private Sector		Public Sector	
		N	%	N	%
1	Lack of follow-up	48	59%	22	50%
2	Subjectivity/bias in appraisal	33	40%	10	23%
3	Failure to review/monitor system	32	39%	18	41%
4	Lack of managerial support	30	37%	22	50%
5	Too much paperwork	24	29%	13	30%
6	Lack of staff support	19	23%	13	30%
7	Link with pay rise	18	22%	4	9%
8	Lack of training for line managers	17	21%	13	30%

Methods used to formally evaluate the effectiveness of PM arrangements





Conclusions regarding impact and perceived effectiveness of PM

- Practically all mechanisms seen as effective, even those not widely practised
- This could be related to the quality of training provided
- Factors do impeded the process, however, notably:
- lack of follow up, failure to review/monitor the system, lack of managerial support and subjectivity/bias in appraisal
- Use of combined types of evaluations popular choice in both sectors
- Overall level of satisfaction with effectiveness is high, but more so in private sector

Summary of Key Findings

- 73% incidence overall
- 91% practice in public sector; 66% in private
- 92% perceived effectiveness rating
- Clear majority (16%) see PM as more effective in private sector
- Over 90% in both sectors now make additional provision for Training and Development
- Role of Trade Unions: Particularly strong in the public sector
- Similar inhibitors in both sectors
- Research gap now filled and results correspond with studies since, notably McMahon (2009)

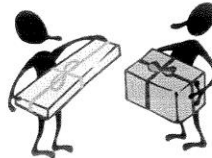


Scope for further Research

- Use of a sample with bigger dataset
- A qualitative analysis - provide a more complete picture, noting trends, generalisations and in-depth knowledge of participants' perspectives, in their own words
- Such an analysis would ideally include employees and line managers
- Examination of PM *vis a vis* Change Management notably in the Irish public sector
- Explore the impact of High Performance Work Systems (HPWS) on organisations



Thank you for the gift of your time and attention



Any Questions?



Appendix XXIII: Paper for International Association for Cross-Cultural Competence & Management (IACCM) conference, 2015

Staff performance appraisal in Ireland and the cultural challenges involved in performance management

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Abstract

This paper explores how cultural challenges were overcome in Ireland before formal performance management (PM) became accepted in public and private organisations. It also analyses the influence of change management on PM. The literature review revealed a large research gap regarding a quantitative bivariate analysis of PM practice. A survey sample of almost 500 organisations, yielded a 41% (n=204) useable response. Results confirm a high level of PM practice, particularly in the public sector. The main objective of both is to agree key objectives with staff, while 'objective setting' is their most popular and effective appraisal scheme. A majority believe PM to be effective. Culture and change management have also become closely aligned. There is potential for a mixed-method study to establish the parameters on an ongoing, longitudinal, basis to account for potential cohort differences. It would provide an in-depth knowledge of participants' perspectives coupled with trends in PM.

Keywords: performance management; private and public sector; culture; change management; appraisal scheme

1. Introduction

Empirical evidence suggests that performance management (PM) with its component sub-set, performance appraisal (PA) (Varma et al, 2008), is a process or system that continues to grow in Ireland (Eurowork 2013; Irish Business and Employer's Confederation (IBEC), 2012, 2009, 2006, 2004 and 2002; Gunnigle et al, 2011; Carter and O'Connell (2013); McMahan, 2009; McMahan, 1999; Morley et al, 2000; McMahan and Gunnigle, 1994; Brewster and Hegewisch, 1994; Shivanath, 1986; Gorman et al, 1975).

The most revealing aspect of this evidence is that the level of PM practice in the Irish public sector has increased by 50% over a period of 15 years (McMahan and Gunnigle, 1994; McMahan, 2009). What makes this significant change in workplace person management in Ireland all the more remarkable is how it has, or continues to, overcome the organisational cultural challenges that were in place within the civil and public service at large since the foundation of the State in 1921. These challenges have been historically similar to those of the UK, as this inherited Westminster system remained virtually unchanged by the Irish government for many decades (Seifert and Tegg, 1998; Maguire, 2008). In terms of appraising individual performance, the ground-breaking document was General Council Report No. 1368 (2000). It introduced a Performance Management Development System (PMDS) to the Irish civil service that has since been rolled out to the wider public sector. This system or process has been designed to focus, by its very description, on the performance in tandem with the development of the individual.

2. Performance management defined

Two definitions of PM, from the Irish private/business sector and the Irish Department of Public Expenditure and Reform will assist in explaining the Irish perspective on a process that has its origins in the United States (US) private sector (Warren, 1972; Beer and Rue, 1976). IBEC (2004) declare PM to be concerned with performance planning, processes and inputs, performance improvement, personal development, communication, HR planning and finally reward and recognition. Considering PM from the Irish public sector perspective, the Department of Public Expenditure and Reform (2010) wishes it to create a culture that encourages the continuous improvement of business processes and of individuals' skills, behaviour and contributions. It notes that PM centres on the role and effectiveness of line managers in setting goals and reviewing and strengthening the performance of their staff through PMDS. Perhaps the biggest differences between the two definitions is the inclusion of reward and recognition- focussing on the somewhat contentious topic of performance related pay (PRP)- by IBEC (2004) and its absence in the governmental description. It is the two characteristics of PM focused on by Bevan and Thompson (1991) – namely 'development' and 'reward' – that have perhaps caused the greatest debate amongst HR practitioners and academic commentators in recent years. In relation to changing perspectives on PM, Houldsworth and Jirasinghe (2006) describe as a new lateral move away from performance development towards performance measurement. They further identify a shift away from the traditional ownership of PM by line management towards one owned by the organisation as a whole. Table 1 illustrates the redefinition of PM over a 14 year period, from 1992 to 2006.

Table 1**Redefining performance management realities**

1992 (IPM)	1998 (Armstrong and Baron, 2003)	2006 (Houldsworth and Jirasinghe)
System	Process	Structure
Appraisal	Joint review	Integrated HR process
Outputs	Inputs	Measurement of results
PRP-driven	Development-driven	Measurement-driven
Ratings common	Ratings less common	Forced Distribution (FD)
Top-down	360-degree feedback	Holding people accountable
Directive	Supportive	Capability-building
Monolithic	Flexible	One company, one approach
Owned by HR	Owned by users	Owned by organisation

Source:Houldsworth and Jirasinghe (2006)

3. Culture and PM

Culture can be defined as a set of values, norms and beliefs that are unique to a nation, society or organisation. It consists of unique traditions, habits, work organisational practices and approaches to the ordering of daily life. These values and beliefs are shaped by such things as history, tradition and indigenous people (Handy, 1999).

3.1 Culture and the Irish private sector

Handy (1999) describes the traditional culture in the private sector as one based on power which emanates from a central force, usually a CEO and his cohort of directors. These organisations are often viewed as tough or abrasive and, though successful, may well suffer from low morale and high turnover in the middle layers, as individuals fail in or opt out of the competitive atmosphere. In this regard, he further highlights the close association between the US and its culture of individualism. According to Handy (1999), in Ireland there exists a low power distance culture where there is no obvious communication gap between management and staff, and a strong trade union presence. Hofstede (2005) adds that this communication is informal, direct and participative. Furthermore, in what Gunnigle et al (2003) deem part of a process of internationalisation, multi-national companies (MNCs) such as those from the US believe that PM is one way in which they can obtain the full abilities of a diverse workforce, as well as controlling and co-ordinating their overseas operations (Milliman et al.,2002). Indigenous Irish industries have now followed the practices of the MNCs in Ireland, as evidenced by a sizable figure of almost 60% of Irish-owned organisations having a PM process in place, compared with 83% of MNCs (IBEC, 2004). McMahon (2009a) reports an increase in both figures by 17% and 14% respectively. The focus of these processes is very much on development, but individual PRP is becoming quite prevalent in Ireland, with 35% of indigenous organisations having such a system in place, compared with 53% of US MNCs (IBEC, 2004). Varma et al (2008) observe that it would now seem as though economic maturity of a nation, i.e. the importance of developing a reasonable standard of consumption acceptable to both the consumer and the vendor, is a more important determinant of performance management systems (PMSs) than is culture.

3.2 Culture and the Irish public sector

The Irish public sector is traditionally viewed as bureaucratic and dominated by a role culture, where rules and procedures apply in a seemingly logical and rational way. However, the aims of the public sector have now changed, from mere stability and predictability in the face of competition from the private sector, to also include recognition of the importance of managing performance (Handy, 1999). The reasons for this change are outlined by the Department of Public Expenditure and Reform (2010) in Section 2 above. Boyle (1989) states what makes the difference between the Civil Service (and, generally speaking, the public sector at large) and its private equivalent in Ireland is the political environment

within which the Service operates. He adds that this determines its culture and working methods. It appears that the sequence of events in the Irish public sector has mirrored, in many ways, what has already taken place in its UK equivalent: the formal introduction of PM. The UK public sector has been under a long-standing public policy requirement to be both good employers in their own right and model employers in setting an example for the private sector (Farnham and Horton, 1992, cited in Lupton and Shaw, 2001; Handy, 1999). This approach to employee relations was characterised by a pluralist philosophy which included collective bargaining at national level. Alternatively, UK public service reform in the last 25 years has introduced a philosophy of 'managerialism' that includes PA with an emphasis on ensuring improved individual performance and work effort. A key element here was the development of performance targets and PRP in senior management grades. This necessitated the wider adoption of PA to the lower grades, but was not necessarily pay-related. Thus, appraisal is now a key constituent of 'new public management' (NPM) in the UK (Rocha, 1998).

4. The influence of change management on PM

Change management can be defined as the systematic, continuous and iterative practice of altering specific workplace systems, behaviours and structures to improve organisational efficiency or effectiveness (Barratt-Pugh et al, 2013; Orlikowski et al., 1997, cited in Barratt-Pugh et al., 2013). Armstrong and Baron (2003) believe that PM processes can be a powerful tool in helping to achieve change, by providing for the joint identification by the manager (change agent) and the individual (change recipient) of the targeted behaviour required and the skills required to reach that target. Colville and Milliner (2011) advise that, by using Janssen's (1975) 'four rooms' model of change (involving contentment, denial, confusion and renewal), HR can gain a sense of how people are responding to change, and to help them accordingly. The Chartered Institute of Personnel and Development (2014) warns, however, that humans are not machines and that no two employees will respond the same under this process. They advise that renewal happens when an organisation and its senior management engages with its employees by adopting a participative and coaching style. The Institute quotes research by the UK Corporate Leadership Council (2004) showing that high employee engagement can drive performance by as much as 20% in discretionary effort.

In terms of Ireland and its business sector, the *Tower Watson Change and Communication Return on Investment (ROI) Survey Report (2013)* global study that includes Ireland, argues that the fundamentals of communication and change management are more effective when grounded in a deep understanding of an organisation's culture and workforce. This concurs with the CIPD (2014) which found that culture can have up to three times an impact upon successful change versus rational interventions, whereby the individual's *perception* of change can be much different to actual change thus requiring intervention by others to attain a more self-constructive philosophy of themselves, others and the world (Ellis, 2004). The Tower Watson (2013) survey results reveal that most change projects *fail* to meet their objectives, with only 55% being initially successful in the long run. However, the report does not explain why these projects fail nor state what amount of time it measures a change project to be successful.

Within the Irish public sector, McCarthy et al (2011) believe that there is a clear link between effective leadership and change management capability amongst senior management. Ironically, qualitative comments gathered since 2008 by McCarthy et al (2011) indicate that PMDS in the Civil Service acts as a *constraining* factor in enabling effective leadership. They found a need for PMDS to be integrated further with other HR functions, such as discipline, reward and promotion. Reference is made to the 'rigidity of the IR structure' within the public sector at large, where managers claim that they are managing and leading, but without necessarily having the authority and adequate control mechanisms to effect real change. A more recent report by Rhodes and Boyle (2012), relates that the Irish government is giving a broadly positive assessment of its organisational review programme. However, the main challenge concerns 'giving leadership', while the management of change itself remains a limitation in several organisations. This report offers a number of contributing factors to the slow pace of PM reform in the Irish public sector, including the benign economic environment during the Celtic Tiger period, the culture and capacity of the public service, the consensual partnership approach to policy-making and the relatively low level of marketisation or privatisation in public services. Rhodes and Boyle (2012) warn that managing the tensions in relation to financial, demographic and ecological vulnerabilities are also likely to pose significant challenges for the government public service reform agenda.

5. Mechanisms and features of PA in Ireland

McMahon (2009) highlights that, to meet their own particular needs, many entities opt for a variation and combination of mechanism and scheme types. He adds that one often finds that some organisations use different scheme types for different staff categories and that the key factor in determining the choice should be the system's objectives; namely what it is the organisation wishes to achieve with its PMS.

The frequency of appraisals in an organisation can vary from annual to bi-annual, quarterly or 'rolling appraisals' (CIPD, 2005; IBEC, 2002, 2004; Armstrong and Baron, 2003). A relatively new feature of appraisals is the introduction of online-based systems (e-reward, 2005; Carter and O'Donnell, 2013), where the employee completes a self-appraisal online and forwards same to their line manager. During a longitudinal study, from 1994 to 2009, of 18 different mechanisms or schemes in Ireland, the enduring usage popularity of objective-setting and review- inspired by the MBO movement- is clear, as acknowledged by the 98% practice rate McMahon (2009a). McMahon (2009a) goes on to describe 'self-appraisal', which incorporates a performance development/improvement plan (PDP/PIP), as a natural, ongoing and automatic process. Evidence concerning its usage popularity is clear also, growing from 53% (McMahon, 1998) to 74% (McMahon, 2009). Regarding team development plans (TDPs), McMahon (2009a) cites Wright and Brading (1992), who observe that while team performance is important, it is no substitute for managing individual performance.

There are three different forms of employee 'rating' – which may include ratings, a weighting checklist and behaviour-anchored rating scales (BARS). However, McMahon (2009a) advises that there is no evidence that any single approach to the rating scale technique is superior to any other. Allen (2010) quotes a US-led international survey saying that, for many organisations ratings are scrutinised to positively encourage greater productivity amongst employees. In this way, Allen (2010) states that the battle lines are drawn for each employee to fight for that all-important 'number' which will win them greater status and money, particularly in an organisation that promotes PRP. It is understood that 'paired comparison', which is one of the oldest appraisal mechanisms and is where two workers are compared at a time is not popular, probably due to its subjective nature. 'Ranking' however has grown in use in Ireland, but has a lower use than in the US (McMahon and Gunnigle, 1994). McMahon (2009) comments, that though both these scheme types persist they are invariably used in association with other such mechanisms.

There is increased emphasis on core competency assessment (CA) in the Irish Civil Service (Department of Public Expenditure and Reform, 2012). Earlier evidence of same in the private sector can be seen in the University of Limerick/Irish Management Institute (UL/IMI) survey (McCarthy and Pearson, 2000), which demonstrates 43% of organisations in Ireland have introduced competencies. This represents an increase of 21% in one year, as reported by Boyle et al. (1999), cited in McCarthy and Pearson (2000). Conclusive evidence of the growth of CA in Ireland is the 61% figure reported by McMahon (2009a). Forced distribution (FD), where a performance rating is received but also assigned to percentage category according to a predetermined distribution, e.g. 10% of staff are 'best performers', 20% are 'above average performers', etc. is showing gradual signs of growth in Ireland. However, Lavelle et al. (2009) add to the discussion by reporting that a greater proportion of US MNCs in Ireland use FD than their UK or Irish counterparts. They relate that FD has become increasingly prominent as organisations have sought to gain a competitive advantage by using the outcome of appraisal systems as the basis for decisions on pay, promotion and redundancy. However, McMahon (2009) counters that some organisations in the US have been forced to abandon their FD schemes for legal reasons – with allegations of low rankings due to age, rather than performance, featuring in some challenges. CIPD (2005) reports an effectiveness rating of 82% for this mechanism in the UK. Varma et al. (2008) report that, in the United States in the early 1990s, multi-source or '360-degree' feedback appraisals quickly gained widespread popularity. This mechanism comes in the form of feedback from one's superior, peers, subordinates and/or (internal and external) customers. Lavelle et al (2009) found that in Ireland, the use of 360-degree feedback is marginally greater (25%) amongst US MNCs than their Irish counterparts (23%). There has been a decrease in its practice within Ireland of 32% in five years (UL/IMI, 2000; IBEC, 2004). Nevertheless, IBEC (2004) reports a 46% level of satisfaction with 360-degree appraisal. The assertion by McCarthy and Pearson (2000) is that, outside of the US, where it was first developed, 360-degree feedback is now in decline. A lack of managerial acceptance of, and defensiveness towards, 'upward or subordinate appraisal' has been identified – especially at middle and junior management levels – as the reason for the low uptake in the UK. This decline took place after an initial 'flurry of activity' in the early 1990s (Redman and Wilkinson, 2009 cited in McMahon, 2009). Two further segments of 360 degree feedback –

'peer' and 'customer' appraisal – are, however, showing gradual growth in practice within Ireland. No statistics regarding 'subordinate' appraisal were available. The greater use of the balanced scorecard mechanism (BSC) mechanism in Ireland (10%) than in the UK (3%) during 2004, demonstrates the changes advances made in PM practice in Ireland. According to Stivers and Joyce (2000), the use of the BSC is growing in popularity because organisations have begun to accept that financial accounting measures alone provide an incomplete picture of what drives performance. McMahon (2009), citing Kaplan and Norton's (1992) study, describes the mechanism as one based upon the assumption that employees put effort into those areas on which they will be assessed (i.e. targets), whilst ignoring other potentially equally important areas. Finally, 'critical incident' is a mechanism that is not practised widely yet does show a slight growth in popularity in Ireland (McMahon, 2009). Descriptive essay writing, where the line manager presents a description of an employee's work performance and behaviour in short essay form, shows a marked drop in popularity in Ireland.

As can be seen from the above description of the mechanisms used and their level of effectiveness, there is a noticeable absence of comparison in research studies between the Irish private and public sectors. This was the identifiable research gap which led to the methodology outlined below.

6. Research methodology

This research concerned how PM is practised by Irish private and public sector organisations, including the mechanisms employed. This quantitative research was carried out through the use of a probability stratified random sample, the first of its kind in Ireland, in terms of it being a survey dedicated to the topic of PM practice in validated format and content. The sample was drawn from the Kompass Ireland database, and the research tool was a self-administered questionnaire distributed by post to 499 organisations across Ireland. The questionnaire was initially pilot-tested, and a number of changes were made to it on the grounds of reliability and validity. Respondents to the survey were given the choice of replying online or by return post. The survey results were then imported from Microsoft Excel to SPSS for analysis and cross-tabulation.

7. Data analysis

This survey reveals for the first time in Ireland that 10% use of online appraisal forms and 21% use of the combined online and paper format. The majority of public sector respondents used the traditional paper-based appraisal route. Over a third of respondents from the private sector are already using an online-based system. The use of three and five combined mechanisms or schemes is the maximum frequency of occurrence respectively. Table 2, below, explains that combined objective-setting and review was the most popular mechanism. This is consistent with the findings in the literature review.

Table 2**Types of PM mechanisms/features used**

	PM Mechanisms/Features used	Total N %
1	Self – Appraisal	43%
2	Peer Appraisal	21%
3	Upward or Subordinate Appraisal	18%
4	Customer Appraisal	16%
5	360 degree Appraisal	14%
6	Team Development Plan (TDP)	18%
7	Personal Development Plan (PDP)	50%
8	Performance-related-Pay (PRP)	25%
9	Balanced Scorecard	9%
10	Objective-setting and Review	48%
11	Competency Assessment (CA)	29%
12	Rating scales	27%
13	Ranking	6%
14	Paired Comparison	2%
15	Forced Distribution (FD)	6%
16	Descriptive Essay	4%
17	Critical Incident (CI)	4%

Next, in order of popularity, were self-appraisal (incorporating PDPs), CA, rating scales, peer appraisal, subordinate feedback, customer appraisal and 360-degree appraisal. It is important to highlight that a number of respondents indicated that they used some or all segments of 360-degree appraisal, as well as 360-degree appraisal itself, thereby creating a ‘double entry’ in this regard. The most popular feature was PDP (50%), with PRP in second place (25%), followed by TDP (18%). Table 3, below, features a bivariate analysis of Table 2. It shows a greater use of almost all scheme types amongst the private sector. Combining the ‘very effective’ and ‘mostly effective’ scores, ‘objective-setting and review’ is the most effective (93%), followed by PDP (87%), customer appraisal (85%) and CA (83%). Of the remaining 13 mechanisms or schemes and features listed, 11 recorded a combined ‘very effective’ and ‘mostly effective’ score of over 70%. Ranking and FD were the two which came in under that percentage. This empirical evidence demonstrates the successful implementation of the process, both in number and influence effect, across both sectors.

Table 3

PA mechanisms/schemes and features used by sector

No.	Mechanisms/Features of PM	Total	Private Sector	Public Sector
		%	%	%
1	Personal Development Plan (PDP)	72	68	81
2	Objective-setting & Review	69	75	55
3	Self-appraisal	61	65	53
4	Competency Assessment (CA)	42	42	43
5	Rating Scale	39	43	30
6	Ranking	39	43	30
7	Performance related Pay (PRP)	35	46	9
8	Peer Appraisal	29	33	19
9	Upward or Subordinate Appraisal	25	22	32
10	Team Development Plan (TDP)	25	19	36
11	Customer Appraisal	21	23	19
12	360-degree Appraisal	19	23	13
13	Balanced Scorecard (BSC)	13	16	6
14	Forced Distribution (FD)	9	13	0
15	Descriptive Essay	6	9	0
16	Critical Incident (CI)	6	8	2
17	Paired Comparison	2	3	0
	Total:	N=140	N=93	N=47

As can be seen in Table 4 below, the objective-setting and review mechanism was found to be the most popular and effective, scheme type in use by both sectors, with self-appraisal and peer appraisal, CA and rating also commonly used. Of the three ‘features’, PDPs and TDPs are both popular, while PRP is favoured more in the private sector, though its use is growing in the public sector.

Table 4

Level of effectiveness of mechanisms/features of PM in both sectors

Mechanism/Feature	Private Sector		Public Sector	
	Very or most Effective		Very or mostly Effective	
	%	N	%	N
Self-appraisal	75%	63	72%	25
Peer Appraisal	71%	34	89%	9
Upward Appraisal	86%	22	47%	15
Customer Appraisal	96%	23	56%	9
360-degree Appraisal	91%	23	33%	6
Team Development Plan (TDP)	74%	19	82%	17
Personal Development Plan (PDP)	86%	65	87%	38
Performance related Pay (PRP)	74%	46	83%	4
Balanced Scorecard (BSC)	88%	16	33%	3
Objective-setting and review	92%	72	96%	26
Competency Assessment (CA)	88%	40	75%	20
Rating Scale	76%	42	71%	14
Ranking	45%	11	100%	1
Paired Comparison	75%	4	0%	0
Forced Distribution (FD)	54%	13	0%	0
Descriptive Essay	78%	9	0%	0
Critical Incident (CI)	75%	8	100%	1

8. Research limitations and implications

This research study was subject to a number of limitations. For example, the merits and disadvantages of separating the performance review meeting from meetings concerning the discussion of pay were not discussed nor were the level and types of PM practice amongst 'high performance' work systems' (HPWS)/organisations. It is not known whether such systems have had any influence on the success of PM in Ireland, or vice versa, and this may be a fruitful area of exploration in the future, as would the impact the now receding recession has had on the funding of PM, especially in the areas of training and development and PRP. This present study may serve as a benchmark for subsequent comparative analyses of PM and the mechanisms thereof in Ireland. In terms of methodology, a qualitative analysis would also be most informative. Data from a mixed-method study provides a more complete picture, by noting generalisable trends as well as providing an in-depth knowledge of participants' perspectives. Finally, a study addressing the role of PM *vis-à-vis* change management initiatives may yield further significant insights as to its value and the limitations thereof.

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Appendix XXIV: Paper for Cross-Cultural Business Conference (CCBC) 2016

May 19th – 20th, 2016

University of Applied Sciences Upper Austria, School of Management, Steyr Campus

Performance management in Irish private and public sector organisations: moving towards multi-cultural performance management practice

Abstract

The purpose of this paper is to analyse how performance management (PM) has evolved to its current presence in Ireland as a sophisticated management tool. This paper will focus on intercultural and cross-cultural PM, its communication and training in the process in Ireland. This paper will examine its practice in the Irish private and public sectors and will also analyse a study on low-skilled employment of predominately migrant labour in Dublin. This paper will make a case for the roll out of PM to all sectors of the Irish workforce, including temporary and contract workers. The genesis of this newer development of cross-cultural accommodation of expatriates in the Irish workforce lies partly in the influx of US Multi-National Companies (MNCs) into Ireland 50 years ago and the use thereafter of a hybrid form of performance appraisal-the forerunner of PM. The use of PM grew rapidly world-wide in the 1980s and research will be presented on how Ireland embraced this development, from the 1990s. While societal culture and MNCs have strong influences on the type of PM used in a country, research suggests that economic maturity is now a more important determinant of the type of PM processes used in that nation. A stratified random sample was used for the primary research and a self-administered questionnaire was distributed nationwide to almost 500 organisations, yielding a 41% (n=204) response rate. This showed the combined top three objectives of PM systems or processes across both sectors as: (i) to agree key objectives, (ii) to improve future performance, (iii) to provide feedback on current or past performance. Both public and private sector employers are in accord as to the main objective of their system- agreeing key objectives with staff. In conclusion, PM is a sensitive concept which needs to be communicated clearly by senior management and to be a key part of the training of line managers and staff. There is a high incidence of PM practice in Ireland, particularly in the public sector but currently it is practised more effectively by the commercial or private sector. But on further examination, less than a quarter of those surveyed include their temporary and contract workers in the PM process. While no study directly relating to PM and its role in accommodating an expatriate workforce has been found, this paper will make recommendations for such a study to be conducted. While there is clear intercultural communication in Ireland, cross culturally, Irish employers appear to be less compliant, particularly those employing low skilled labour.

1. Introduction

Inter-culture refers to the interaction between people from different cultures while cross-culture is understood to refer to the comparison of how people from different cultures communicate (Trevisani, 2005). Ireland is experiencing two parallel cultural events in the workplace: firstly, the expansion of performance management (PM) from the private/commercial sector into the public equivalent and, secondly, assimilating an influx of migrant workers, most noticeably since the 1990s (Ruhs, 2009). This paper will

initially examine the role culture has played in the introduction of PM in Ireland and will discuss how the PM process or system can assist in developing communication between foreign employees, line managers and employers in general.

2. Literature Review

Armstrong (2014) defines PM as the continuous process of improving performance by setting individual and team goals which are aligned to the strategic goals of the organisation; planning performance to achieve the goals; reviewing and assessing progress, and developing the knowledge, skills and abilities of people. Handy (1999) says culture can be defined as a set of values, norms and beliefs that are unique to a nation, society and organisation. It consists of unique traditions, habits, work organisational practices and approaches to the ordering of daily life. These values and beliefs are shaped by such things as history, tradition and indigenous people. According to Handy (1999), in Ireland there exists a low power distance culture where there is no obvious communication gap between management and staff and there is a strong trade union presence. The opposite is true in, for example, the Far East (Milliman *et al.*, 2002).

2.1 The Irish private sector

Handy (1999) suggests that traditionally the culture in the private sector has been one based on power which emanates from a central force, usually a CEO and his cohort of directors. These organisations are often viewed as tough or abrasive and, though successful, may well suffer from low morale and high turnover in the middle layers, as individuals fail or opt out of the competitive atmosphere. In this regard, he further highlights the US and its culture of individualism. In what Gunnigle *et al.* (2003) deem part of a process of internationalisation, multi-national corporations (MNCs) - particularly those from the US- believe that PM is one way in which they can realise the full abilities of a diverse workforce, through controlling and co-ordinating their overseas operations (Milliman *et al.*, 2002).

The success of PM in the USA encouraged US organisations to export their PM processes with their general operations as they expanded abroad. Milliman *et al.* (2002), in their study of PM practice by US MNCs in the Far East, said that those MNCs with a greater emphasis on quality and innovation were more likely to emphasise the developmental purpose of PM. Conversely, those with a cost-efficiency focus are more likely to have what Milliman *et al.* (2002) term, 'a documentary objective'. This objective, as influenced by American law, requires organisations to

keep all documentary evidence in case of challenges in the courts against dismissals, demotions or loss of earnings as a result of an appraisal. Milliman *et al.* (2002) report that before MNCs move to a new country they carry out preliminary research in these areas, along with research into important contextual variables such as organisational size and structure, industry, unions and government regulations. These variables are what Handy (1999) terms the environmental factors that influence the culture of the organisation itself and he recommends a match between an organisation's culture and the cultural preferences of the individual be made in order to help make the goals and values of both compatible.

Varma *et al.* (2008) proposes that economic maturity is a more important determinant of PM systems than is culture. They contend that as the economic systems of countries grow and become more sophisticated PM systems become more focused on output, merit and individual performance- regardless of the country's specific cultural norms, which might run counter to these trends. For them this has long-term implications in such countries, though in the short and medium term there will still be a need to deal with collectivism, deference to seniority and issues of maintaining 'face' while, at the same time, gradually introducing more Western PM systems.

The 1960s witnessed the commencement of large scale arrival of foreign-owned MNCs into Ireland, with a large number from the US. This foreign direct investment (FDI) benefited Ireland hugely by developing sustained economic growth that helped it move, in a relatively short period of time, from being a primarily rural, agricultural-based economy to one experiencing a rapid increase in levels of urbanisation, industrial and commercial development, living standards and education (Gunnigle *et al.*,1997). According to Lavelle *et al.* (2009), the Industrial Development Authority (IDA) of Ireland identifies in excess of 970 MNCs with Irish operations, employing over 135,000 with 40% coming from the US. The legacy of these organisations, especially those from the US, has been an emphasis on good personnel management practice. This includes the important link between strategic objectives, personnel policies and related personnel activities, notably PM (Gunnigle and Flood, 1990). Gunnigle *et al.* (1997) describe this as an important legacy of MNC investment in Ireland.

2.2 The Irish public sector

Handy (1999) describes the public sector as being traditionally viewed as bureaucratic and dominated by a role culture, where rules and procedures apply in a seemingly logical and rational way. However, its aims have now changed, from mere stability and

predictability in the face of competition from the private sector, to also include recognition of the importance of managing performance. Boyle (1989) asserts that what makes the difference between the Irish Civil Service- and, generally speaking, the Irish public sector at large - and its private equivalent in Ireland is the political environment within which the Irish Civil Service operates. He adds that this, to a large extent, determines the culture and working methods of the public sector.

The terms of the HR policy strategy within the Partnership 2000 Agreement (Department of the Taoiseach, 1997) national partnership agreement between the government and public and private sector representative bodies introduced PM to the public sector at large (Wallace *et al.*, 2004). Mercer (2004) recommended that the system be linked to increments, including assignments to the higher pay scales, promotions and career development. In 2007, the Irish Municipal, Public and Civil Trade (IMPACT) union agreed to linkage in respect of staff increments and promotions, via a five-point forced distribution (FD) rating scale with pre-determined quotas. However, this quota system has not been widely applied, with few employees penalised via the loss of increments or access to promotion (McMahon, 2009). In 2008, the OECD reproached the Irish public sector for not taking this Performance Management and Development System (PMDS) seriously, and for using it as 'little more than a paper exercise' (OECD, 2008, p.108) and that 'little energy has gone into guaranteeing that these processes are really successful in changing government culture' (OECD, 2008, p.107). However, it added that 'in recent years, however, the weight of the PMDS has increased significantly, with its integration with other HRM policies' (OECD, 2008, p.108). While it further reported an uneven implementation of PMDS across the Irish public service, the OECD commended its implementation, stating: 'the requirements of same are in line with the development of PM systems across OECD countries in recent years' (OECD, 2008, p.108). The report concludes that, 'while there used to be a high degree of centralisation in PMDS design, countries are now decentralising the design of their systems' (OECD, 2008, p. 108). In 2009, the Public Service Agreement (PSA)/Croke Park Agreement (2010-14) (Department of the Taoiseach, 2010) was signed in a bid to cut expenditure and boost productivity in the public service. Its agreed policy on PM included: merit-based, competitive promotion policies; significantly improved PM across all public service areas; promotion and incremental progression to be linked in all cases to performance and PM systems to be introduced in all areas of the public service where none currently existed. The Haddington Road Agreement (HRA) (Labour Relations Commission (LRC), 2013) then reaffirmed the agreed policy of increasing the introduction of PMDS across the public

sector at the individual level, managing underperformers and introducing management performance measures for senior management grades. Most recently, the Lansdowne Road Agreement (LRA, 2015) intends to modernise public service employment in line with modern HR practises with the aim of supporting an ethical workplace, by implementing up-to-date HR policies, including PM, discipline, grievance and bullying and harassment policies.

2.3 Empirical evidence of performance management practice

Gunnigle *et al.* (2011) state that empirical data on PM in Ireland is relatively scarce but there is evidence stretching back to 1966, albeit with only one survey per decade during the 1960s, 1970s and 1980s (Tomlin, 1966; Gorman *et al.*, 1975 and Shivanath, 1986). The ensuing prevalence of Irish PM practice in the following three decades is quite striking, particularly so in the public sector (McMahon and Gunnigle, 1994; McMahon, 1999 and McMahon, 2009). These three studies show an overall growth of performance appraisal (PA) (the precursor to PM)/PM usage from 58% (McMahon and Gunnigle, 1994) to 62% (McMahon, 1999) and latterly, 84% McMahon (2009). Gunnigle and McMahon (1994) found a 35% prevalence rating of PA practice within the Irish public sector. McMahon (1999) reported 39% of public sector organisations with an appraisal scheme. McMahon (2009) reported an 85% incidence of PM practice in the public sector, representing a 46% increase in 10 years (McMahon, 1999). The Irish Business and Employer's Confederation (IBEC) – the national body representing 7,500 employers drawn mainly from the private sector- revealed in 2004 that indigenous Irish industries have followed the practices of the MNCs in Ireland. They evidenced this by citing the almost 60% of Irish-owned organisations having a PM process in place, compared with 83% of MNCs. Further studies by IBEC in 2006 and 2009 record further significant growth in PM practice in the commercial sector to 75% and 84%, respectively. What the initial research showed in 2007 was a significant research gap in a comparative empirical analysis of PM practice in Ireland since 1999. What was also lacking was a full examination of how PM is conducted from the viewpoint of HR Directors and Managers. What was of particular interest was to investigate to what extent PM is now used across both sectors.

2.4 Communication and training

According to Nelson (2000), some management writers believe that 90% of a manager's job concerns the day-to-day coaching of employees. He adds that enlightened organisations recognise this and realise that to 'save' timely feedback for

the annual review discussion, is a golden opportunity missed by managers to positively influence employee behaviour on a daily basis. Rausch (1985) recommends that this form of communication should be honest and constructive. Bitici *et al.* (1997) note that feedback is obtained to enable appropriate management decisions. Armstrong and Baron (2003) in turn, describe a line manager who communicates effectively and provides constructive feedback to staff as a coach or mentor, while the CIPD (2005) reports that feedback ranks seventh out of 13 as a key issue in PM in the UK. In a UK CIPD (2014) Employee Outlook survey, 2,500 people were polled from both sectors. It found that 20% of respondents overall believed that their line managers did not effectively communicate their objectives and expectations, and those of the organisation. This contributed to employee trust and confidence in their workplace leaders in general reaching a two-year low. Clearly, the provision of feedback remains a significant feature of PM and a critical factor in it is developing communication to staff. One of the key factors in providing such feedback is adequate training in this area, especially for line managers. Included in this paucity of information was the lack of analysis in relation to the training of management and staff in PM techniques. In a 1994 Irish survey, 48% of respondent organisations stated that they trained their line managers in appraisal techniques (McMahon and Gunnigle, 1994). This later decreased to 43% (McMahon, 1999), but has since reached 59% (McMahon, 2009). The UK IPD surveys of 1997 (Armstrong and Baron, 2003) and 2004 (CIPD, 2005) reported that a large majority (just under 80%) of respondent HR managers believe that the training of line managers is essential.

2.5 Cultural accommodation of expatriates in the workforce

According to Hulmes (2015), the art of communication is the language of leadership and this can be verbal or non-verbal, the challenge being for organisations today to nurture and maintain effective intercultural communication between employees. He offers the following advice on inter-culture to managers:

- Demonstrating respect and courtesy creates a culture of openness and civility
- Remain tolerant of other people's views and beliefs
- Identify problems and try and analyse where things are going wrong- only by proper recognition of the root of the problem will you be able to solve it
- Recognise and understand cultural taboos within your workplace and try to provide alternatives

- Be knowledgeable of, and comply with, legislation covering diversity issues in the workplace
- Encourage interaction within a culturally diverse workforce and it will lead to stronger interpersonal relations and awareness of one another
- Simplify language used by avoiding using slang and colloquialisms.

Ireland's economic boom during the 1990s brought unprecedented levels of prosperity and helped transform her into a 'country of net immigration' by the early 2000s (Ruhs, 2009). Those who migrated included both workers and asylum seekers from outside of the European Union (EU). Consequently, Ireland had to develop policies in a short period of time. Three areas stand out:

1. The government created a list of safe countries of origin to slow the rise of asylum applications
2. From 2003 to 2005, Irish citizen laws were changed to eliminate an Irish-born child's automatic right to citizenship when the parents are not Irish nationals.
3. Ireland sought to meet most of its low-skilled labour needs from within the enlarged EU.

Ireland also agreed to allow citizens from the 10 countries that joined the EU ("EU-10" workers) in 2004 to work here. More recently she has instituted stricter policies that favour highly skilled immigrants from outside the EU. In the context of the most recent economic recession, Ireland is facing a new set of policy issues as immigration rates have decreased but are still high and there are also a large number of legal foreign residents. Economic issues also include unemployment rates among the entire workforce and stress on the social welfare system. Ruhs (2009) believes that in order for Ireland to benefit fully from the enlarged pool of workers with free access to the Irish labour market, it is important that migrants' skills match their labour market attainment. Barrett *et al.* (2006) have shown that Ireland's immigrants are generally a highly educated group but that not all immigrants are employed in occupations that fully reflect their higher education levels. Immigrants have also been shown to earn less on average than their Irish counterparts. EU-10 migrants tend to have the lowest occupational attainment. Discrimination is one possible explanation for inequality in the Irish labour market. Research by O'Connell and McGinnity (2008) has shown that non-Irish nationals are three times more likely to report discrimination while looking for work than Irish nationals. Furthermore, McGinnity *et al.* (2009) report that employers are twice as likely to invite a candidate with an Irish surname to interview as an equivalent candidate with a distinctly non-Irish name. Ruhs (2009) observes that international

experience suggests that such problems may worsen when competition for jobs increases. Most recently the Irish government has agreed to accept 1,800 refugees from Lybia

In contrast to the quantitative studies quoted in Section 2.3 above, is a qualitative study by McPhee (2012) on employers and migration in low-skilled services in Dublin. It analyses the role of employers as 'institutional' factors in the creation of segmentation in the labour market. This segmentation by employers is based on the nature of demand and with the impact on the individual worker or groups based on their personal characteristics. It has been brought about through maximising profits and cutting production costs. McPhee (2012) contends that this can be further understood through a triangulation of the supply and demand of labour and state policies. She continues that employers are key players in shaping demand and exploiting supply trends. To put this research in context, Ireland's economy growth from the mid-1990s until 2007 was most noticeable in service and knowledge-based industries. There was an increase in temporary and contract service providers, primarily influenced by cost-cutting strategies within both MNCs and the Irish public sector. The national social partnership agreements from the late 1980s to 2006 only covered unionised sectors, including the public sector and indigenous industries. High-tech, non-union MNC export industries and temporary service-based sectors such as restaurants and hotels were excluded from such agreements (Hastings *et. al.*, 2007). The Services, Industry and Professional and Technical Union (SIPTU) and Mandate are the only trade unions that actively engage with the Irish private sector and they and their umbrella body, the Irish Congress of Trade Unions (ICTU) admit that union membership amongst non-Irish born workers was very low. Research by Mac Einri (2006) states that there is now a new class of underpaid migrants in Ireland, leading to deterioration of wages and terms and conditions of employment. If not resolved, employers are increasingly less likely to revert to indigenous workers. While the State has a central role in the design and enforcement of immigration policies, employers also have a key role, namely in employment patterns and working conditions amongst migrants. Temporary or subcontracting service providers (TSSPs) have now prospered under increased casualisation of labour in 'western' economies. However, it is important to point out that although such TSSPs are associated with both high and low-skilled ends of the market, the research conducted by McPhee (2012) focuses on the latter, which according to Migrant Rights Centre Ireland (MRCI, 2007), has experienced massive growth during the Celtic Tiger era. Inclusive in this particular labour market are levels of race and gender discrimination and segregation (McDowell *et. al.*, 2007, 2008, 2009). McPhee

(2012) concludes that three main considerations inform the focus on the low-skilled segment of the service sector in Dublin: it has been the fastest growing in recent decades, that jobs in this sector are the main source of income for many groups of immigrants and that activities in the TSSPs highlight social and geographical consequences of privatised labour market intermediation. The main purpose of McPhee's (2012) research was to establish employer behaviour towards migrant in catering, cleaning and security sectors as well as to explore the relative autonomy of employer's *vis a vis* the State in the construction of a migrant division of labour. Seven themes were identified from the literature on the divisions of labour, segmentation and stereotyping of workers (Peck and Theodore, 2001; McDowell, 2008, MacKenzie and Forde, 2009), namely: geography of dislocation, casualisation, competition, ready supply of labour, hiring methods, stereotyping and benefits and pay.

2.6 Summary of literature review

It was clear to this researcher that a research gap of eight years existed in 2007 regarding a quantitative study of the practice and prevalence of PM in Ireland. Indeed, it was the researchers aim to make the study a holistic one, embracing for the first time in Ireland a comparative study of this management function across both sectors, private and public. Of particular interest in this paper is its role in communicating with staff in relation to feedback of their work performance and to do this effectively, by way of formal training for both line managers and staff in readiness for their 'performance review' meeting. Whilst no study was found in the review of the available literature regarding the role of PM and the management of migrant workers, a qualitative study has been located regarding the employment of low skilled workers in Dublin. Its findings will also be discussed with recommendations made as to how PM could improve conditions for such workers and by employers using this management tool to good effect.

3.0 Methodology

The quantitative research was carried out through the use of a probability stratified random sample. The self-administrated questionnaire was validated by it being modelled on that used by Armstrong and Baron (2003) in their UK survey of PM conducted in 1997. The five strata that make up the sample are as follows:

11. Dublin and the rest of the country (25 counties)

12. private and public sector organisations
13. six employee class sizes
14. 10 private sector categories as listed in the Kompass Ireland (2007) database
15. 4 categories of the public sector.

The sample was drawn from the Kompass Ireland database, and the research tool was a self-administered questionnaire distributed by post to 499 organisations across the Republic of Ireland. The response rate was 41%, or 204 responses.

The qualitative survey was conducted in Dublin between September 2010 and March 2011 by way of semi-structured interviews with eight businesses in each of the chosen categories – catering, cleaning and security services as well as representatives from SIPTU, Mandate and the ICTU. Business sizes were from 5 to 250 employee's maximum. The 24 interviews were conducted with the employers of each business.

4.0 Findings

In the quantitative survey it was found that 73% of respondents operate formal PM processes; 66% in the private sector and 91% in the public sector equivalent. The low percentage in the private sector compared with other surveys listed in Section 2.3 could be attributed to the fact such systems or processes are now so much a part of private sector management systems that they do not feel the need to introduce new explicit systems; the MNCs' influence would have been strong here and this may be the reason for it. The findings in this study were based, largely, on a mono-culture and Irish citizen (in the public sector, as they do not tend to employ non-Irish citizens) sample in the public sector and a more international sample in the private sector (MNCs containing many more international citizens and with more internationally validated PM measures).

In terms of the category of staff and in relation to the qualitative study by McPhee (2012), 53% (n=108) stated that all of their full-time staff were included in the PM process. 40% (n=81) reported that all of their part-time staff were covered, while only 24% (n=48) indicated all of their contract staff were also covered. Just 12% (n=24) related that all 'other' categories of staff were also addressed. Under bivariate analysis, just under 90% of full-time staff in both sectors had more than half of that level operating under a PM process. Meanwhile, 78% and 77% of part-time workers in the private and public sector, respectively, were also covered. There is significant coverage of contract workers by PM in the public sector, at 81%, compared with 51%

the private. Over 50% of 'Other' workers were covered in the public sector, at 61%, in comparison with 41% in the private. These figures augers well for the public sector but shows coverage of PM overall and in particular, in the private sector amongst its part, contract and 'other' workers need to addressed. It reflects employers lack of attention and focus to this segment of the workforce as highlighted by McPhee (2012).

Regarding the overall level of training in PM techniques, 70% and 66% of all senior managers and line managers respectively are trained, while just 50% and 45% respectively of skilled and manual employees respectively were similarly trained. In terms of training staff in PM techniques between the sectors, results show that the public sector outscored the private at all levels, most notably amongst manual/blue collar workers where, when looking at 50% or more trained – 77% of manual workers are trained in the public sector compared with only 21% in its commercial equivalent.

Regards communication, 'to provide feedback on performance' is one of the three most popular objectives of PM, based on the percentage of all respondents who ranked 12 objectives listed in their 'top three'. The two sectors are in accord as to their main objective, namely 'to agree key objectives'. Over 90% from both sectors offer additional training and development to those staff covered by PM, based on needs identified during their 'performance review' meeting with their line manager. 'Lack of follow up by line managers and HR', 'lack of senior managerial support' and 'failure to review/monitor the system' were the three greatest inhibitors, based also on those who ranked the 8 inhibitors listed in their 'top three'. By sector, the 'top three' inhibitors were 'lack of follow up by line managers and HR', 'subjectivity/bias in appraisal', and 'failure to review the system' in the private sector. The public sector also identifies 'lack of follow up by line managers and HR' as its greatest inhibitor tied with 'lack of senior management support', followed by 'failure to review the system' and 'too much paperwork' tying with 'lack of staff support' in third place. Significantly, 'lack of training for line managers' in PM techniques which was seen as the least inhibiting factor.

McPhee's (2012) study is based on the seven themes listed in Section 2.3 above highlight the extreme casual nature of work in the TSSPs sector and employers almost sole focus on their own day-to-day survival. These themes are organised under three dimensions: business approaches, worker selection and entitlement of workers. The business approach or focus in a highly globalised market economy is lowering costs, leading to reliance on flexible and cheaper labour. What has emerged is a contingent of low-skilled workforce with a 'no strings' attached approach. Casualisation of labour is now the norm and having an adaptable workforce is associated with the regulation of

daily costs. In the midst of all this, the ICTU have commented that trust is the biggest obstacle for both the employer and the workers in smaller companies. The study has found that in the catering, cleaning and security sectors, workers are businesses' highest expenditure and they carry the burden of cost cutting for survival. Focus is on services provided to clients and not what workers bring to the business, resulting in a causal approach to qualifications and experience. This leads to the second dimension, namely worker selection where employers need access to a flexible supply of workers, often at short notice. McPhee (2012) has found that immigration 'drives' and policies have led to the inflow of certain groups of workers at certain times. But in recent years, as stated by Ruhs (2009) above, immigration conditions for workers coming from outside the EU have become very difficult but has not affected immigrants from the EU. Employers in Dublin have indicated the importance of the existence of a large number of non-EU male students from Asia as potential employees in low-skill industry. Men are favoured for food preparation, while women are preferred in cleaning jobs in hospitals and schools. Catering also sees a larger proportion of foreign women, particularly for serving food at functions and in large on-site MNC canteens. It is noted that there is a demographic shift in the last 15 years where older workers in cleaning and catering have been replaced by younger non-Irish nationals. Compared to foreign nationals, Irish workers are portrayed as lacking flexibility about time and availability which links employers' need for a very flexible undemanding workforce. SIPTU found also that immigrant workers do not want to join trade unions because they save all their money so that they can return home. As regards entitlements of workers, McPhee (2012) has discovered that the security industry is aimed at regulation by the Private Security Authority which was set up in 2006. While not fully transparent or regulated, it is more uniform than exists in cleaning or catering. The Security Employment Regulation Order results in more uniformity in adhering to regulations. Security work also requires a qualification, a certificate at Level 4 or 5. But SIPTU report that this industry has an almost 100% Irish workforce. In catering and cleaning, statutory requirements did not include contracts and 20 of the 24 businesses surveyed offered non-contractual employment to workers with minimum wage and with no bonus system. Most employment was on a part-time basis with workers moving between employers or working 20 hours permitted as a non-EU student in Dublin. Irish workers once employed in low-skilled services have moved on to more profitable areas of factory assembly or construction, although there is a return to security with the collapse of the construction sector.

5.0 Conclusions and recommendations

In this paper we have seen that the roll-out of sophisticated PM systems has been important to public and private sector organisations in Ireland. We have also seen that training in PM at all level facilitates enhanced communication between management and workers and between workers, thus leading to a clearer sense of organisational mission. This area will be complexified by the fact that there has been a large amount of migrant workers who have come to Ireland after the expansion of the EU, from non-EU countries and from a cohort of expatriate managers working in Irish based MNCs. In addition to the challenge of implementing PM systems for indigenous Irish workers, there is now a need to address how these PM systems will be used with and by an increasingly multi-cultural workforce in Ireland, in particular those who are temporary and or contract staff. It is of concern to note that overall, only 24% of contract staff are covered by the PM process or system. Furthermore, it is also disquieting that according to McPhee (2012), State policies are one institutional factor underlying migrant labour trends and experiences within the Irish labour force. She adds that the low level of skills required for much of the work, and the emphasis on employer ability to structure the work has a direct impact on who is employed. Based on her analysis, it can be concluded this segmented labour market is the result of discrimination, stereotyping and cost-cutting strategies utilised by employers. PM should have a role here in employee retention where currently workers are not selected based on their ability or qualifications but based on social characteristics including gender and perceived features. Employers link processes of selection and the nature of workers available back to state policies, making reference to 'waves' as well as to SOLAS (formerly FAS), the state employment agency. Employment policy should focus on the nature of employment rather than simply on migrant workers. Under the umbrella of PM, migrant workers' ability to negotiate benefits, rights and become upwardly mobile needs to be examined carefully, given the impact of their place in the segmented labour market.

These challenges are not unique to Ireland, even though she may be experiencing them somewhat later than other countries have done so. There should be more emphasis on training needs analyses which address the needs of workers with different linguistic and cultural backgrounds and these need to shape the design and implementation of PM systems. Further, the training for such PM systems needs to incorporate inter and multi-cultural sensitivity particularly in relation to power distance and willingness to express uncertainty. Finally, there needs to be high levels of buy-in

by the State and senior management in order to support greater multi-cultural activity and to allow employees the space and time to embrace its richness. This training and recognition therein is essential not just for those immigrants working in Ireland for foreign and indigenous industries and can be applied to Irish organisations who have created employment overseas.

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Appendix XXV – Article for People Focus – Nov. 2015, publication of the Chartered Institute Of Personnel & Development, Dublin.

DISMISSAL DISASTERS: **THE CASE FOR PROPER PROCEDURE**

Gerry McMahon and Kevin Corbett

The newly established Workplace Relations Commission (WRC) recently issued instructions to practitioners, claimants and respondents availing of their services in dismissal cases (WRC, 2015). The instructions insist that respondents (i.e. the employer):

... must set out the facts of the events leading to the dismissal including, where relevant, disciplinary meeting(s) held, investigation undertaken, disciplinary hearing(s) conducted, internal appeal(s) conducted, any other relevant information and, where appropriate, any legal points the respondent may wish to make.

This instruction goes directly to the heart of many unfair dismissal findings. With the onus of proof normally residing with the employer, it is also apparent that in the vast majority of cases where ‘procedure’ features, employers have an uncanny capacity to make a mess of things.

Moffatt (2011) is definitive on this point, noting that:

... the EAT has always taken the view that if an employer acts in a manner that is procedurally unfair the dismissal itself will be held to be unfair (p. 374).

In this respect, an important starting point is the *Code of Practice on Grievance and Disciplinary Procedures (Declaration) Order, 2000*. The Code was drawn up under the auspices of the Labour Relations Commission (now the WRC) and sets down standards which a third party ‘expect to serve as minimum entitlements for any workplace’ (I.T.U.F. 2003: 111).

The Code states that:

... procedures serve a dual purpose in that they provide a framework which enables management to maintain satisfactory standards and employees to have access to procedures whereby alleged failures to comply with these standards may be fairly and sensitively addressed. It is important that procedures of this kind exist and that the purpose, function and terms of such procedures are clearly

understood by all concerned. (Dept. of Enterprise and Employment, 2000: 3).

The 1993 Unfair Dismissals Act (UDA) also addresses the procedural obligation dimension (at section 5(b)), as it provides that in the determination of 'fairness', the decision maker shall have regard to:

- (a) the reasonableness or otherwise of the conduct (whether by act or omission) of the employer in relation to the dismissal,
and
- (b) the extent (if any) of the compliance or failure to comply by the employer, in relation to the employee, with the procedure referred to in section 14(1) of the 1977 Act.

With reference to these procedural obligations, one of the most extensive listings of the 'rules of natural justice' is to be found in the Irish Trade Union's Federation's guide (I.T.U.F. 2003), which explains that 'fair procedure' within industrial relations 'is often expressed as a right to natural justice' (I.T.U.F. 2003: 116). The main elements of such rights are listed as:

- Full notice of charge or charges;
- The right of representation;
- The right of a full and objective investigation of the issues;
- Opportunity and time to develop and present a defence;
- That dismissal should, ideally, not be administered by an immediate superior;
- That any penalty should be appropriate to the offence;
- That penalties should follow a pattern of verbal warnings, written warnings, suspension and ultimately or for very serious, named offences, dismissal;
- That very serious misconduct might warrant immediate suspension pending dismissal;
- That there is a right of appeal to a level above that of the person issuing the penalty;
- That mitigating circumstances be considered;
- That the employee should be presumed innocent of any charge(s) until evidence is presented to disprove this;
- And that penalties should be part of an attempt to improve behaviour rather than simply punish. (I.T.U.F. 2003: 116)

Directly related to the matters of dismissal and procedural fairness are the issues of 'investigation' and the 'rules of natural justice'. Turning firstly to 'investigation' practices, whilst the exact requirements of each investigation should be determined by the facts of the case, there is an onus on the employer to show that it was 'fair' (i.e. that it was 'open-minded' and 'full', in so far as there was no issue which might reasonably have a bearing on the outcome that was left unexplored) (Cox et al. 2009). According to Madden and Kerr (1996: 308):

... if an investigation fails to meet these requirements, the decision to dismiss is likely to be found unfair.

That is, ‘the investigation must genuinely be an investigation’ as opposed to ‘a formality’ and should start from a ‘neutral perspective’ (Cox et al. 2009: 662).

The Tribunal’s renowned determination in *Gearon v Dunnes Stores Ltd.* (UD 367/1988) also serves as a good reminder as to the status of ‘natural justice’ in dismissal (and disciplinary) cases:

The right to defend herself and to have her arguments and submissions listened to and evaluated by the respondent in relation to the threat to her employment is a right of the claimant and is not the gift of the respondent or of this Tribunal. As the right is a fundamental one under natural and constitutional justice it is not open to this Tribunal to forgive its breach and accordingly the Tribunal determines that the claimant was unfairly dismissed from her employment with the respondent.

In a similar vein, Faulkner (2013: 199) concludes: ‘put very simply, principles of natural justice must be applied unequivocally’. To reinforce the point – referencing the *McKenna v Butterly* case (UD 339/2006) - she notes that: ‘even the most obvious case will fail if fair procedures are not followed’. This perspective also features in Daly and Doherty’s (2010: 275) review of ‘wrongful dismissals’, as they point out that the courts pay ‘special attention’ to ‘the influence of constitutional guarantees of fair procedures’ and to ‘express provisions governing the procedures’ pertaining to dismissal. Related thereto, they explain that:

The procedures to be followed in order for a purported dismissal to be effective will often be set out in the employment contract, relevant collective agreement or works rules. Procedures laid down in the contract itself must be followed (p. 277-8).

Notably, in a pertinent survey of Tribunal members (by Wallace and Moyneaux 2007), of whom 44 responded, it was found that 77 per cent (of respondents) perceived that unfair dismissals cases were decided on procedural grounds fairly often, very often or all the time, rather than the behaviour, conduct and performance of the employee or other substantive matters. This conclusion is endorsed by the HR Suite (2015), which holds that:

the majority of cases at third parties are lost due to a failure to follow procedures ... employers invariably lose Unfair Dismissal cases because fair procedures and the rules of natural justice were not adhered to (p. 2).

Nevertheless, it is of some relevance that Madden and Kerr (1996: 202) also pointed out that:

It was quite a different matter, however, if the Tribunal was able to conclude that the employer, at the time of dismissal acted reasonably in the taking the view that, in the exceptional circumstances of the case, the procedural steps normally appropriate would have been futile

and could be disposed with. Such cases will be rare, however and the normal reaction of the Tribunal to an absence of fair procedures ... is to find that the dismissal is unfair.

A similar point is made by Cox et al. (2009: 648-658)) who point out that:

... the precise nature of what is required insofar as fair procedures are concerned will inevitably vary from workplace to workplace.

The complexity of the matter is more apparent from their conclusion that:

... what constitutes a fair hearing will depend on the facts of an individual case Depending on the circumstances of the case, the employee's right to fair procedures may require that (s)he be afforded an oral hearing into his or her case. This is not, however, inevitable and will depend on how serious the matter is' (Cox et al. 2009: 667-9).

Daly and Doherty (2010) also note that what is 'precisely required by the principles of natural justice' depends on the 'facts of the case' (p. 279). For example, this was evident in the *Mooney v An Post* (1998 4 IR 288 SC) case, where the Supreme Court held that the claimant was not entitled to an oral hearing or an implied right to remain silent. On the same theme Daly and Doherty (2010) also note that:

Whether or not an employee can claim a right to cross-examine his or her accusers will depend on the circumstances of the case ... (p. 279).

The complex matter of procedural entitlements also featured in the *Shortt v Royal Liver Assurance Ltd.* case in 2008, when the plaintiff alleged a breach of fair procedures, as he wasn't afforded the right to cross-examine or test the evidence against him. The court's determination was that though the conduct of the disciplinary process had not been perfect, the imperfections were 'not likely to imperil a fair hearing or a fair result'. This issue subsequently featured in the High Court *Fanning v Commissioner of An Garda Siochana* case, when Justice Hedigan held that:

... the disciplinary policy in question was clearly a guide and not a piece of disciplinary legislation ... the subject matter of the within proceedings is not a criminal trial but an internal enquiry. Such enquiries may proceed on a less formal basis and the Court should look at the enquiry in the round in assessing whether fair procedures were followed.

Related thereto, having examined this matter arising from the case in the English High Court (of *Martin John Stevens v University of Birmingham*) Murphy (2015) concluded that:

... once again ... the facts of each individual enquiry will govern the extent to which natural justice entitlements apply to the investigative stage of the process.

Notwithstanding this caveat, Sheehan (2008) has found that 82% of cases that claimed unfair dismissal on the ground of improper procedure succeeded. Likewise, Mulligan (2001: 20) noted that ‘the issue of correct procedures comes up again and again in the determinations’ of the Tribunal. His review of 10 such cases led to the conclusion that:

... ultimately the Tribunal ... reached their decisions on the basis of whether or not procedures were followed (Mulligan 2001: 20).

Arising from a more extensive study – recently undertaken at the Dublin Institute of Technology - of 100 case determinations over the 2008-15 period, it was found that procedure was a key determinant of the Tribunal’s decision. Transgressions at the investigation and/or dismissal stage contributed significantly to an ‘unfair’ finding in almost one-third of cases. However, another 10 per cent of case determinations hinged directly on ‘other procedural’ transgressions. These arose when dealing with redundancy (i.e. unfair selection), bullying (an inadequate investigation linked to constructive dismissal), grievance and disability (failure by claimants to use the relevant procedure appropriately) and medical (failure by the respondent to use the procedure appropriately).

Another interesting feature to surface in this subject area is that even for those employees not covered by the provisions of the U.D.A. (e.g. a probationer with less than 12 months’ service and with a contract of employment stipulating that the disciplinary procedure does not apply during the probationary period), the aforementioned Code’s provisions are still relevant. Notably, the Labour Court recently determined that:

... the Claimant’s contract of employment purported to provide that normal disciplinary procedures do not apply during the probationary period. However, this Court has consistently held that an employer is not relieved of the obligation to act fairly during a probationary period and that the requirement of the Code of Practice applies in all circumstances (Glenpatrick Watercoolers Ltd. v A Worker – CD/15/208).

Given the legal complexity now associated with so many H.R. activities, it really is little wonder that H.R. Personnel professionals now find themselves serving as almost full-time quasi-legal eagles, as the all-important ‘trust’ and ‘common sense’ components of good H.R.M. are relegated to side-show status.

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