

UNIVERSITY OF BAHRAIN
COLLEGE OF BUSINESS AND ADMINISTRATION
DEPARTMENT OF BUSINESS AND MANAGEMENT
MBA PROGRAM

**THE EFFECTIVENESS OF THE PERFORMANCE
APPRAISAL SYSTEM IN THE BAHRAIN
TELECOMMUNICATIONS COMPANY
(BATELCO)**

BY

SUSAN KHONJI

A project submitted in partial fulfillment of
the requirements for the degree of Master of
Business Administration (MBA)

MARCH 1998

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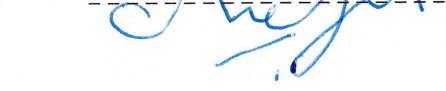
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ABSTRACT

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An effective performance appraisal system within an organization can increase job satisfaction and job performance. An effective performance appraisal system needs clear standards, clear goals, a good feedback and follow-up system, and a good relationship between training and knowledge.

The main objective of this research paper was to test the hypothesis that the present appraisal system applied in Batelco's organization was an effective one. The hypothesis was investigated in relation to various performance appraisal related criteria.

Secondary data was collected by means of reviewing articles, books and material that are already published on this topic.

Primary data was collected by means of a questionnaire that was designed and distributed to the staff within the Batelco's organization and was spread throughout the twelve grades in the company. The research sample used to conduct this study consisted of 65 employees of Batelco. Batelco's existing performance appraisal system was tested against the effective performance appraisal criteria of clear objectives, subjective and objective job related criteria, appraisal results used as managerial input for training and development, feedback

and openness, and finally acceptance of the appraisal system by staff.

The findings indicate that the majority of respondents found Batelco's appraisal system to have clear objectives, and that it evaluates their job potential, evaluates them against their job behaviours, and they feel that the Batelco appraisal system is an open, well communicated one, with good feedback. However, around a quarter did not know if appeal and review procedures existed or if they were informed about the standards used. Also virtually the same number of respondents agreed to those who disagreed that Batelco's system serves as a key input for administering a formal organizational reward and punishment system and as a basis for future employee development and training.

The conclusion of this study was that Batelco's existing performance appraisal system was effective and that the hypothesis was supported. However, there were areas in the appraisal system that were weak and could be improved further by implementing the recommendations.

Based on the findings, several main recommendations were derived: the need for greater awareness of standards used for staff appraisal can be achieved by training of appraisers and appraisees; there is a requirement for management development and training regarding the use of appraisal results which will improve the training and

development portion of the appraisal system itself; give all staff objectives to achieve; improve communications in many areas and issue an appraisal procedure booklet regarding rules and regulations relating to appraisals and appeal procedures, remove the rating restrictions, and change the performance related pay scheme to a team-related, profit-share or company share scheme.

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TABLE OF CONTENTS

TABLE OF CONTENTS

<u>TITLE</u>	<u>PAGE</u>
ABSTRACT	I
ACKNOWLEDGEMENT	IV
LIST OF TABLES	VII
1. CHAPTER 1: INTRODUCTION AND OVERVIEW	1
1.1 INTRODUCTION	1
1.2 STATEMENT OF THE PROBLEM/SITUATION	3
1.3 OBJECTIVES OF THE STUDY	9
1.4 SIGNIFICANCE/IMPORTANCE OF THE STUDY	9
1.5 METHODOLOGY	11
1.6 ORGANIZATION OF THE STUDY	12
2. CHAPTER 2: REVIEW OF LITERATURE ON PERFORMANCE APPRAISAL	14
2.1 INTRODUCTION	14
2.2 PERFORMANCE APPRAISAL - OVERVIEW	15
2.3 PERFORMANCE CRITERIA	20
2.3.1 STANDARDS CRITERIA	20
2.3.2 JOB RELATED CRITERIA	22
2.3.3 INPUT CRITERIA	25
2.3.4 FEEDBACK AND OPENNESS	29
2.3.5 ACCEPTANCE	33
2.4 CONCLUSION OF REVIEW OF LITERATURE ON APPRAISALS	37
3. CHAPTER 3: RESEARCH METHODOLOGY	39
3.1 HYPOTHESIS	39
3.2 SECONDARY SOURCES	40
3.3 PRIMARY SOURCES	40
3.3.1 SAMPLE PROFILE	41
3.3.2 THE QUESTIONNAIRE DESIGN	42
3.3.3 THE QUESTIONNAIRE RESPONSE RATE	44

	<u>TITLE</u>	<u>PAGE</u>
3.3.4	DATA ANALYSIS TECHNIQUES	44
3.3.5	DATA CLASSIFICATION AND HANDLING	45
4.	CHAPTER 4: RESEARCH FINDINGS: DESCRIPTIVE ANALYSIS	47
4.1	DESCRIPTIVE ANALYSIS	47
4.1.1	RESEARCH FINDINGS OF QUESTIONNAIRE: SECTION A	48
4.1.1.1	RESPONDENTS' BACKGROUNDS	48
4.1.2	RESEARCH FINDINGS OF QUESTIONNAIRE: SECTION B	51
4.1.3	RELATIONSHIPS BETWEEN APPRAISAL CRITERIA AND RESPONDENT BACKGROUNDS	55
5.	CHAPTER 5: RESEARCH FINDINGS: MAIN DISCUSSION	89
5.1	PERFORMANCE APPRAISAL CRITERIA	89
5.1.1	STANDARDS CRITERIA	90
5.1.2	JOB RELATED CRITERIA	91
5.1.3	INPUT CRITERIA	92
5.1.4	OPENNESS AND FEEDBACK CRITERIA	95
5.1.5	ACCEPTANCE	96
5.2	CORRELATION OF PERFORMANCE CRITERIA	98
5.3	CONCLUSION OF RESEARCH FINDINGS	99
6.	CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS	101
6.1	CONCLUSIONS	101
6.2	RECOMMENDATIONS	105

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

LIST OF TABLES

<u>TITLE</u>	<u>PAGE</u>
TABLE 1: THE NUMBER AND PERCENTAGE OF RESPONDENTS PER GRADE	44
TABLE 2: RESPONDENTS' BACKGROUND	48
TABLE 3: STANDARDS CRITERIA	51
TABLE 4: JOB RELATED CRITERIA	52
TABLE 5: INPUT CRITERIA	53
TABLE 6: OPENNESS AND FEEDBACK	54
TABLE 7: ACCEPTANCE	55
TABLE 8: STANDARDS CRITERIA - QUESTION 1 AND BACKGROUNDS	56
TABLE 9: STANDARDS CRITERIA - QUESTION 2 AND BACKGROUNDS	59
TABLE 10: JOB RELATED CRITERIA - QUESTION 3 AND BACKGROUNDS	62
TABLE 11: JOB RELATED CRITERIA - QUESTION 4 AND BACKGROUNDS	65
TABLE 12: INPUT CRITERIA - QUESTION 5 AND BACKGROUNDS	68
TABLE 13: INPUT CRITERIA - QUESTION 6 AND BACKGROUNDS	71
TABLE 14: OPENNESS AND FEEDBACK - QUESTION 7 AND BACKGROUNDS	74
TABLE 15: OPENNESS AND FEEDBACK - QUESTION 8 AND BACKGROUNDS	77
TABLE 16: OPENNESS AND FEEDBACK - QUESTION 9 AND BACKGROUNDS	80
TABLE 17: ACCEPTANCE - QUESTION 10 AND BACKGROUNDS	83
TABLE 18: ACCEPTANCE - QUESTION 11 AND BACKGROUNDS	86
TABLE 19: INTERCORRELATION BETWEEN ALL CRITERIA	98

CHAPTER 1
INTRODUCTION AND OVERVIEW

1. INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

An organization is a cooperative system that exists in order to reach one or more goals. These goals can be obtained by careful selection, training, developing, maintaining and motivating its employees and by having management support in a spirit of positive co-operation.

The role of a personnel department in an organization can best be viewed as a system of interrelated actions. Each activity affects other personnel activities directly or indirectly. As Werther and Davis (1982) explain, personnel specialists take information and human resources as prime inputs, use different activities to produce outputs that help the organization achieve its objectives.

Human resource planning translates the strategy of human resources into day-to-day activities and operations, and needs to be concerned with all factors that influence the way that people in the organization are managed and not only the numbers of people and the balance of skills as noted by Torrington and Hall (1991). Torrington (1988) also shows that the human resources planning function starts from the organization's need for human resources, with demand rather than supply, acting to ensure that

supply meets the demand, regarding manpower as a flexible resource.

Six central activities that are the essence of personnel management, as described by Kirkbride (1987), are: planning the organization's human resource needs; staffing them; appraising and compensating them; establishing and maintaining effective labour relations; and improving and analysing the organizational environment.

Performance appraisal is a vital activity in an organization and is arguably the most important tool management has to both control and maximize the contribution of their human resources. It is the process by which a manager evaluates the work behaviours of an employee by measuring and comparing it to previously established standards; recording the results; and communicating these back to the employee. It is also used to determine development needs or training needs, and its results are used to guide the annual salary review.

To summarize, people are an important organizational manpower or human resource, and one of the central activities essential to personnel management is the appraising and compensation of the organization's human resource.

1.2 STATEMENT OF THE PROBLEM/SITUATION

Originally, Batelco employed the use of the Cable & Wireless performance appraisal system as applied at the Cable & Wireless Headquarters in U.K. In 1984, its irrelevancy prompted the management of Batelco to review it, assigning that responsibility to the development department to liaise with Cable & Wireless PLC. This resulted in appraisal system modifications to meet the general requirements of an organization operating within the Bahrain environment and which remained in use until December 1990 as noted by Baggali and others (1991).

Early in 1991 Batelco produced another report looking into the appraisal system. Although two-day induction courses were held at the Batelco Training College to introduce the appraisal system to participants (department heads) during a period extending from 1979 to 1988, no training was given on how to conduct appraisals to new staff joining the company or to staff appraising others for the first time after 1988. The report also revealed weaknesses and invalid points within Batelco's appraisal system which included unclear staff developmental policies and most staff being unaware of development programs set out for them; the lack of appraisal training after 1988 reduced the effectiveness of the appraisals and the system as a whole. As general dissatisfaction within the company grew, Batelco's top management decided that the time had come to review the

appraisal system in an attempt to produce a new and more effective one for the company.

Thus, one of the first accomplishments of Total Quality Management (TQM) introduced within Batelco at the beginning of 1991 was the formation of a Quality Improvement Group (QIG) to study the appraisal system.

The QIG's study revealed areas of weaknesses in the Batelco appraisal system that necessitated the introduction of a new more effective appraisal system included the following:

1. There was a lack of clear performance criteria. Objective/target setting was optional and left to individual discretion to complete. This led to a lack of clear targets or agreed objectives as well as no realistic means of measurements.
2. The performance assessment rating scale was both subjective and unclear; there was a tendency towards mid-point rating as well as the "Halo" effect and there were variances among appraisers.
3. There was no follow-up mechanism in place which in turn reflected an absence of personal developmental or performance follow up.
4. As each employee's annual salary merit increase was

directly related to their appraisee results, performance ratings of staff were being given with annual salary increase in mind rather than on actual job performance.

The QIG group then constructed a new appraisal system from scratch. Top management approved the new system of performance appraisal on a trial basis, and it was implemented for the first time in December 1991. However, although there was a series of training courses to introduce the employees to the latest appraisal system, many staff did not receive this training until February 1992 long after they had already been appraised or had appraised other staff using this new appraisal system.

The new appraisal system forms (see appendix 1) were distributed to Section Heads during November 1991. Performance appraisals were conducted, completed, and submitted to the Human Resources section of the Personnel Department by 31st December 1991.

If agreed, both the appraisee and appraiser sign the appraisal form before submitting it to the Reviewer (usually the appraiser's direct boss) for his comments and signature, then it is passed to the Personnel department. However, in the new appraisal system, the appraisee had the right not to sign if he/she strongly disagreed with the overall results of the appraisal. The reasons why the appraisee did not sign the appraisal form

would then be investigated by the Personnel department.

During January 1992, appraisers and appraisees were to set the objectives to be achieved during the year by the appraisee. For official follow-up, in May 1992 and November 1992, there was to be an interim objective review whereby the appraiser and appraisee reviewed the appraisee's objectives to see how well they were progressing.

The new appraisal system was divided into three forms (see appendix 1):

Objective Setting/Review; Personal Assessment, and Development Appraisal: Form A consisted of the Objective Setting/Review which was major part of the appraisal exercise and space was provided for up to 10 stated objectives to be discussed and agreed between appraiser and appraisee.

Form B consisted of Personal Assessment, where personal traits, skills, and attitudes were assessed. The form provided a list of twenty key areas with a brief definition against each area.

The overall appraisal rating was calculated by adding together 80% of the Objective Setting/Review rating and 20% of the Personal Assessment rating. For example, if an appraisee received 70 for Objectives,

and 60 for Personal Assessment, then his overall rating would be $((70 \times 80\%) + (60 \times 20\%)) = 68\%$.

Form C consisted of the Development Appraisal which was aimed at the individual's performance in his current job, identification of training needs to develop new skills and/or overcome weaknesses and to look at the future career of the individual and the direction it should move.

The appraisal forms were modified in December 1992 by combining forms B and C together and the Personal Assessment part was reduced to only ten key areas (see Appendix 2). In addition, the weight given to Objectives Setting/Review (Form A) and Personal Assessment and Development (Form B) varied according to the staff's grade (where, General Manager excluded, 1 is the highest and 12 the lowest grade within Batelco):

Grades 1 - 2: 100% Objective Setting/Review.

(No Personal Assessment and Development).

Grades 3 - 4: 80% Objective Setting/Review.

20% Personal Assessment and Development.

Grades 5 - 6: 50% Objective Setting/Review.

50% Personal Assessment and Development.

Grades 7-12: 100% Personal Assessment and Development.

(No Objective Setting/Review).

Furthermore, management placed rating restrictions: if any staff were given a rating higher than 80% or lower than 50%, a justification report was required to be submitted by the appraiser to management. This led to many appraisers to keep ratings within this range of 50%-80% even if appraisees deserved ratings higher than 80%. In addition, sections had to have an average section rating of 67% otherwise their section's ratings were adjusted by personnel management to make it 67%. This adjustment meant that staff with high ratings in one section were given the same annual salary increment as other staff with lower ratings in another section.

For the December 1993 staff appraisals, the appraisal system was modified again by replacing the previous year's rating restrictions by yet another restriction. This time, sections had to ensure their average rating of 70%. This resulted in appraisals done in a reversed manner: final rating given first to each appraisee in a section to make the section's ratings averaged 70%, then appraisal forms filled to reflect those ratings instead of filling in the appraisal forms and coming up with the final rating for each staff.

Management rating restrictions is a major problem with the implementation of the current appraisal system. Other problems with the current appraisal system within Batelco is that, there is no common understanding of ratings; no objectives sometimes set -- instead of the

appraiser and appraisee discussing and setting real objectives at the start of the year, appraisee job description/day-to-day work activities are used as the objectives at the time of the appraisal at the end of the year; the follow-up review does not always take place.

Although 3 years old now, the appraisal system is not seen as an effective one by staff and, one of the indications of staff dissatisfaction is the continuous reforms and changes of the system and the section ratings adjustments done by management. As observed, in Batelco there are a large number of employees who are dissatisfied with the appraisal system in place.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are to investigate the current appraisal system of Batelco; to analyse the findings, to evaluate the appraisal system currently implemented within Batelco, and to give recommendations to make the performance appraisal system used within Batelco a more efficient and effective one.

1.4 SIGNIFICANCE/IMPORTANCE OF THE STUDY

Evaluation of Batelco's current appraisal system, and recommendations reached from its findings, would greatly

help to devise modifications to be made to the design of the appraisal forms, and/or to improve the implementation and effectiveness and fairness of the appraisal system.

This study is of importance to the organizational members of Batelco. Studying the appraisal system, would help to develop a better understanding of the work involved in having an effective performance appraisal system and in finding ways of improving the current system employed within Batelco which will affect the satisfaction aspect in the organization as a whole.

This study is also important to the State of Bahrain as a whole: Batelco serves the public in Bahrain and is one of the largest organizations serving the Bahraini environment. The way the appraisals affect Batelco staff affect the way these staff deal/view their customers. It, therefore, makes sense to have an efficient appraisal system in place. Furthermore, other large and small organizations, in both private and public sectors, may look to Batelco as an example or model in evaluating/improving their own appraisal systems.

This study is of importance to other GCC countries as the competition era is underway in the telecommunication industry among the GCC countries. Others too can gain from this study as any positive or negative affects the appraisal system has on the staff affects their work performance and, therefore, affect Batelco's main source

of revenue which is through international calls and dealings with organizations and customers worldwide. Finally, this research project can be a great contribution to research in this study area.

1.5 METHODOLOGY

The hypothesis that "Batelco's existing performance appraisal system is an effective system" is investigated against the effective performance appraisal criteria of clear standards, job related potential and behaviour, input for managerial decisions, openness and dynamic feedback, and acceptance.

The theoretical view of performance appraisals was provided by reading articles, books, and materials in the area of performance appraisal.

The empirical part of this study is conducted through a carefully designed questionnaire (see appendix 3) distributed to two hundred Batelco staff randomly selected from various positions and grades within Batelco. The collected data was entered into a computer using Dbase III software and the SPSS statistical software package was used for sorting and testing the gathered data.

The analysis of data collected is presented to show the

respondents' answers to the various questions, sorted and presented by numbers and percentages. Description of the intercorrelation across the main characteristics of the performance appraisal is also shown (see chapter 3).

1.6 ORGANIZATION OF STUDY

The research paper consists of six chapters, appendices, and references. It will be organized as follows:

Chapter two reviews various literatures on the topic of performance appraisals. Performance Appraisal is defined, and its main characteristics discussed. The effective appraisal system is then described. The chapter ends with a short conclusion on the literature reviewed.

Chapter three states the hypothesis and covers the research methodology used. The theoretical part is the various literature reviewed on performance appraisals. The empirical part describes the sample of Batelco employees used in order to study the main purpose of this research paper as well as the purpose-designed questionnaire that was created and distributed to the sample.

Chapters four and five cover the empirical data and its analysis. This is based on the analysis of the questionnaires distributed to Batelco employees as well

as discussions with them. Descriptive analysis is presented first in chapter four followed by a main discussion linking the findings to the criteria being tested and the literature reviewed in chapter five.

Chapter six, the final chapter, contains the conclusions drawn from the analysis of the data presented in the previous two chapters (chapters 4 and 5), and also gives relevant and suitable recommendations for making the Batelco performance appraisal system more effective.

CHAPTER 2

REVIEW OF LITERATURE ON PERFORMANCE APPRAISAL

2. REVIEW OF LITERATURE ON PERFORMANCE APPRAISAL

This chapter reviews books, texts, articles, research projects and magazines, to indicate what different writers say on aspects related to performance appraisals.

2.1 INTRODUCTION

Performance appraisal is one of the central activities of personnel management. The history of the development of performance appraisal can be shown by the evolution of personnel management as described by Tyson and York (1992): the origins of personnel management started with the welfare movement upto the 1920s as a response to greater interest and concern for workers. Employment management developed in the 1930s in a response to the problem of staff control. After 1945, personnel management expanded in its manpower control aspects and also included industrial relations. Performance appraisal originally developed mainly in the public sector of employment but is now used in the majority of organizations in both public and private sectors.

Every modern executive incorporates certain aspects of performance appraisal whenever he/she assesses his/her subordinates whether for salary increases, job promotions, or new assignments. The truly successful business leader recognizes that a flexible, proven

performance appraisal system linking company and personal goals can do even more. Such a system can enhance the company's career development program, pinpoint potential superior achievers among employees, refine plans for management succession, improve current company training procedures, and can improve morale and productivity, which will translate into a healthier bottom line profit report for the organization.

As Moorhead and Griffin (1989) expressed, performance appraisal is one of the most powerful and important tools for managing human resources in an organization. It is involved in all four parts of the modern human resource system (i.e. acquisition of human resources, training and development, motivation, and compensation) and brings them together by providing feedback information. Duncan (1981) noted that it is also the climax of the managerial process, and has the purpose of evaluating the success of organizational behaviour.

2.2 PERFORMANCE APPRAISAL - OVERVIEW

Performance is defined by Robbins (1982) in terms of effectiveness, efficiency, and personnel data such as measures of accidents, turnover, absences, and tardiness.

According to Batelco (1983), an appraisal "refers to something that we all do frequently each day, usually

without much conscious thought. In appraising something, we first judge it by summing up its worth to us, and then communicate that judgement. It is thus a compound action of assessing and informing. Both areas are subject to mistakes and bad handling if we are not careful." (p.4).

This is also indicated by Schuler (1983) who states that "appraising employee performance is important because it provides information about how well jobs are being performed. It also identifies who is responsible for doing those jobs and how well they are performing them." (p.275).

Many companies look at performance in terms of what people have produced, however, Arkin (1994) describes how the human resources staff at National Westminster Life Assurance in the United Kingdom have put together a performance management system that helps determine their pay which measures and rewards not just outcomes, but also individual inputs. Thus monitoring not only what their staff have achieved, but also how they have achieved it.

A formal, structured system of measuring and evaluating each employee's job-related behaviours and outcomes to discover how and why the employee is currently performing on the job and how to perform more efficiently in the future so that the employee, the organization, and society all benefit is the performance appraisal as

outlined by Schuler (1983). Moorhead and Griffin (1989) explains that is done by measuring and comparing employee behaviour to previously established standards, recording the results, and communicating these back to the employee.

An appraisal scheme is a vital activity in organizations and is arguably the most important tool management has to both control and maximize the contribution of their human resources as confirmed by Redman and Snape (1992). It can help to ensure that overall performance is considered on a regular basis. Performance appraisals can also be used as a method of communication, motivation, and development of all employees in the organization. The value of employees is extremely important in terms of cost and the contribution they make to the success of the organization, therefore, as stated by Luthans (1981), the "appraisal process is a major method of controlling the human assets. Such human controls are necessary if organizations are to survive and grow in the coming years." (p.596).

According to Gomez-Mejia (1990), ideal features of an appraisal system include: job relevance, incumbent participation, planning and review cycle, training of managers, feedback to the supervisor, a support system for employee development, and separation of salary action and career development discussion.

Ideal goal development and appraisal process include the following: employee participation in goal development; quantification of performance goals; goal review and adjustment (goal flexibility); and performance improvement plans. Perceived objectivity in performance appraisal was significantly and positively related to emphasis on performance improvement and development in the performance appraisal interview, individual participation in goal development, and goal flexibility. However Goodson and McGee (1991) write about a study that showed the relationship between goal quantification and perceived objectivity was not found to be significant.

Sahl (1990) outline certain key points that have to be addressed in the evaluation's design and its continuing application: developing clear, understandable, measurable objectives for each position; making performance appraisal a year-round objective; linking the process to positive development planning; and educating appraisers about performance appraisal purposes and practices. To develop clear and relevant objectives for each position, the organization should establish its reason for existence, its values, and its overall objectives. Departmental or functional goals then should be instituted. When this is done, job analysts can approach the task of creating enterprise relevant objectives for individual positions.

Apt (1991) says that the challenge to the supervisor is

to get employees to understand what they did that met, surpassed, or fell short of expectations. Any performance appraisal system should be applied consistently at all organizational levels.

Various approaches to performance appraisal are in use. Many appraisal schemes use a combination of two or more categories. The ones in use in Batelco can be classified as:

1. Results-Oriented: As Daley (1987) explains this approach, the appraiser assesses the job holder against previously agreed objectives or targets.
2. Personality Trait Rating: The appraiser assesses the job holder on a list of personal qualities (for example, leadership, judgement, resourcefulness, creativity, energy, initiative). Sometimes these qualities are defined on the assessment form. These traits could be formed out of a systematic job analysis, however, they are usually subjectively determined and have on face validity for job performance as stated by Luthans (1981).

The longer established and therefore more conventional approach has been based mainly on personality trait rating. More recently, there has been a swing towards the results-oriented approach, and to participation by the job holder, both in setting the objectives or

targets, and in appraising his/her own performance against these objectives/targets.

2.3 PERFORMANCE CRITERIA

2.3.1 STANDARDS CRITERIA

As Robbins (1982) states, standards are necessary in the appraisal process for establishing performance standards, measuring actual performance, and comparing actual performance with standards.

Definition of requirements for effective performance on the job which the appraiser and appraisee need to discuss and agree is one of the requirements of an effective performance appraisal system according to Tyson and York (1992).

Mutual goal setting is related to greater mutual understanding and perceived fairness, the employee's desire to improve, and subsequent performance as expressed by Baker and Morgan (1984).

Modern Business Reports (1983) states that it is always best to develop goals or objectives in combination with managers. Working with a subordinate on personal goals within the framework of company goals is almost always a beneficial agent for change. Commitment to organizational

goals follows from participation in the goal-setting process. The commitment by the manager to specific actions helping the subordinate reach his or her objectives is vital to a successful appraisal interview. Hutt (1994) also stresses the importance of an individual's commitment to goals and requirements.

People need to know what their goals are and what their responsibilities are. Anderson (1992) reports on a number of research studies have shown that the setting of specific goals in the appraisal is an important factor leading to subsequent improvement in the work performance.

McConnell (1991) indicated that unclear criteria against which to judge is a common problem encountered in performance appraisal systems. The standards of performance required are often unclear and is related to the job analysis element of a performance appraisal system being unclear.

According to Apt (1991), by employing written evaluation standards, the appraiser will quickly discover any double standards, favouritism, or coddling that might enter the assessment process.

Sandler (1990) indicates that goals must be specific, measurable, time bound and challenging. They must also be in line with the goals of other employees and also the

goals of the department. Hutt (1994) describes aligning individual's goals with those of the organization as being a keystone to a company's success.

In the past, annual goals were practical. However, Sandler (1990) noted that with the fast pace of change in many organizations today, monthly or even weekly goals may be more appropriate.

2.3.2 JOB RELATED CRITERIA

Tyson and York (1992) outline the requirements of an effective performance appraisal system as follows: Performance appraisal agendas will differ, but broad outlines should cover the headings of: the job; job performance; summary of action proposed.

Main purposes of performance appraisal are to achieve the following management objectives: help improve current performance; setting objectives for individual performance as stated by Attwood (1989); and performance measures; performance improvement; and identification of potential as expressed by Schuler (1983).

One major criticism of performance appraisals is that they are biased by personal and human variables. Modern Business Reports (1983) shows that one way to counteract this tendency is to clarify the requirements of the job.

However, copying the job descriptions will not suffice as a means of identifying responsibilities. Responsibilities must be phrased so that observable goals can be derived from them. Clearly detailed job requirements, understood by all parties, make it easier to establish and judge the extent to which the employee reaches those goals. In most cases, though, understanding what a job entails can be strengthened by a traditional job description that specifies responsibilities and expectations.

A common error and problem encountered in the performance appraisal systems is unclear criteria against which to judge: Job definitions are often unclear and is related to the job analysis element of a performance appraisal system being unclear as noted by McConnell (1991). Similarly, Duncan (1981) noted this problem can occur if questions on an appraisal form concern only a part of an individual's performance.

When performed correctly, performance appraisals are key factors in boosting individual productivity and development. Jenks (1991) explains how appraisals must be objective and job-related; however, intangible assets should not be overlooked. To lessen subjective comments, appraisers could be trained to use critical incident logs. In these logs, appraisers note an employee's performance in specific situations that illustrate how well or poorly that employee performs. Appraisal policies and methods should always be stated in writing.

Moorhead and Griffin (1989) point out that a factor crucial to successful performance appraisals is job analysis. A good job analysis system provides both comprehensive and accurate descriptions of all jobs in the organization. The job must be precisely and clearly defined if the employee's job performance is to be evaluated fairly.

Moorhead and Griffin (1989) also note that the cornerstone of a good performance appraisal system is the method by which performance is measured. The performance appraisal measurements should be based on job-related criteria, and the measurement systems used must be valid (it must reflect actual employee performance), reliable (results must be consistent), and free of bias (personal preference or inclination) in order to provide useful information for the decision maker.

The basic approaches of the motivating, non-judgment type of performance appraisal currently advocated by Human Resources Development professionals include the following five steps, as given by Modern Business Reports (1983):

Step 1: The individual discusses his/her job description with superiors and they agree on the content of the job and the relative importance of major duties -- those actions he/she is paid to do and is accountable for.

Step 2: The individual establishes performance targets

for each of his/her responsibilities for the forthcoming period.

Step 3: He/she meets with his/her superior to discuss the target program.

Step 4: Checkpoints are established for the evaluation of his/her progress; methods of measuring progress are selected.

Step 5: The superior and subordinate meet at the end of the period to discuss results of the subordinate's efforts to meet the targets previously established.

As Schuler (1983) states, "many organizations use performance appraisals to find out employees' career aspirations and to provide an outside assessment of employees' abilities." (p.457).

The appraiser breaks down the employee's job for the upcoming review period into individual assignments or tasks. Apt (1991) notes that job factors are the important performance characteristics that apply to these assignments.

2.3.3 INPUT CRITERIA

Input criteria utilize the results of appraisals for such

administrative decisions as management development, compensation, identification of potential, and personnel planning as pointed out by Schuler (1983); are a means of differentiating between hourly employees for increases in wages, transfers, promotions, and layoffs as noted by Luthans (1981); and can be used for reward allocations, identifying areas where development efforts are needed, and as a criterion against which selection and development programs are validated as expressed by Robbins (1982).

A growing number of modern executives use performance appraisals to help managers develop their talents and do a better job and view such appraisals as developmental tools to counsel, coach and motivate. This approach recognizes the universal need of people to understand what is expected of them in a job and where they fit into an organization.

Moorhead and Griffin (1989) differentiate between judgemental and developmental orientated performance appraisals. They state that judgemental orientated performance appraisals focus on past performance and are mainly concerned with the measurement and comparison of performance and with the uses of the information that is generated. Purposes of judgemental orientated performance appraisals include: provision of basis for reward allocation; provision of a basis for promotions, transfers, layoffs, etc; identification of high-potential

employees; validation of selection procedures; and evaluation of previous training programmes. Developmental orientationed performance appraisals on the other hand they view as focusing on future performance and using information resulting from evaluations for performance improvement. Purposes of developmental orientationed performance appraisals include: fostering of work improvement; identification of training and development opportunities; development of ways to overcome obstacles and performance barriers; and establishment of supervisor-employee agreement on expectations.

As Baker and Morgan (1984) explain "Performance appraisal is judgemental and provides information for salary administration and manpower planning. Development has the objective of stimulating individual growth. There are consequently inherent difficulties in expecting the same interviewer to be both judge and counsellor." (p.75).

Baker and Morgan (1984) also state that the development stage of the performance appraisal establishes goals for the coming year. The manager's role is that of counsellor. Both appraiser and appraisee work toward solving problems that may be hampering current job performance. The following steps are included: Setting future performance goals, formulating a development plan, and, as stated by Attwood (1989), assessing training and development needs, and counselling employees on career opportunities.

Luthans (1981) suggests that in an effective performance appraisal system, the appraisal system and the reward system interact effectively. Baker and Morgan (1984) feel that the review process may be more effective if there are some rewards that are correlated with appraisal reviews. They explain that if the appraisal interview bears no relationship to the employee's future pay, promotion, or other work-related rewards, then the appraisal itself would probably be viewed as unimportant.

According to Attwood (1989), one of the main purposes of performance appraisal is to achieve the management objective of rating the employees' performance for salary review purposes. However, Personnel Management (1993) records that one recent study showed that performance-related pay schemes have a tendency to demotivate rather than motivate staff, and that such a system is disliked by both appraiser and appraisee and recommends moving to team-related incentives, profit-related pay and company share schemes. Hutt (1994) feels that reward should be both appropriate and equitable to the individual for the agreed level of performance.

According to Sandler (1990), salary increases tend to be based on a variety of factors with performance being only one, and often not the most importance one, of them. More important factors being job grade, time in the position, performance of others in the department, and

particular corporate guidelines for the review period. He also states that discussing salary diverts attention from the real issue during the performance review process -- that of improving performance.

Schuler (1983) stresses that performance appraisal is an important part of a career development system, as it identifies how well and, with the job analysis, under what conditions an employee performs. This information can then be used to map that employee's career path. Appraisals also ascertain whether there is a training problem or a motivational or organizational problem.

As Gomez-Mejia (1990) explain, performance appraisal and reward systems play a role in enhancing employee performance by providing a clear and realistic indication of the work that must be accomplished, performance expectations, and feedback on performance against expectations.

2.3.4 FEEDBACK AND OPENNESS

Schuler (1983) notes that feedback is a specific purpose of appraisals while Attwood (1989) notes that it is a management objective to give employees feedback on their performance.

Feedback is information that provides guidance to a

person concerning whether he/she is on target or not, relative to some goal the person is trying to achieve. Feedback implies goals and a course of action, and is corrective information relative to those goals as expressed by Modern Business Reports (1983). Also, as pointed out by Bell (1994), feedback is not the only relevant source of data on performance, but it is certainly one of the most important to many employees.

Batelco's (1983) organizational view is that employees can only improve their own performance if they have some means of assessing how good they are at a point in time. This can only be done with regular and systematic feedback. Information on what is expected of them in terms of quality and quantity as well as how their job performances match up to expectation is the minimum required by employees to enable them to perform their job and improve their performance.

Performance appraisal should be a continuous activity giving feedback, and mostly positive feedback, on a continuing basis as described by Modern Business Review (1983).

Tyson and York (1992) outline the requirements of an effective performance appraisal system as follows: There should be regular discussions between the manager and staff during the course of work to discuss the job and make informal appraisals of progress and needs. It is

important for the appraiser to have adequate knowledge of the employee's job duties and behaviour to present appraisal feedback credibly and effectively as shown by Baker and Morgan (1984).

The nature of the feedback given to an employee can result in three possible performance outcomes as described by Gomez-Mejia (1990): relatively stable performance, a drop in performance, or improved performance.

As stressed by Bushardt and others (1990), managers need to be skilled in giving and receiving feedback if performance appraisal in organizations is to be an effective tool for employee development and productivity. To enhance the performance appraisal process, managers providing feedback should know whether the employee is open to feedback, deal only with the employee's behaviour that can be changed, and also describe the behaviour instead of evaluating it. After feedback is given, the manager should check to see that the employee understands it. The manager's way of accepting feedback also plays a key role in determining how the employee responds to feedback: by requesting feedback on specific aspects of behaviour, the manager makes it easier for others to respond; managers should share thoughts and feelings about the feedback they have received. The performance appraisal process can be more effective if the functions of judgment and employee

development are kept separate.

Modern Business Reports (1983) explains that in general, feedback is most likely to be effective if it is:

1. Related to mutually agreed upon goals or standards.
2. Clearly positioned in terms of the executive's motivation in holding a feedback meeting.
3. Primarily objective with subjective assessments playing a minor role.
4. Related to overt and identifiable behaviour and incidents which both the superior and subordinate are able to observe.
5. Delivered close enough to the incident to permit the subordinate to see the connection, but not so immediate that the subordinate is overwhelmed by it.
6. Well balanced between positive feedback and negative feedback.
7. Related to activities on which the person being criticized has some control.
8. Minimally threatening to the person's individual self-esteem.

9. Based on the superior's own feelings and reaction in a logical sequence.

Crofts (1992) points out that successful performance programmes emphasise the importance of feedback indicating the advantages of having a successful appraisal system so secrecy about the appraisal process and results must be minimized.

Closely linked to feedback is communication. Communications is a specific purpose of appraisals as noted by Schuler (1983). In fact, as Robbins (1982) suggests, communicating performance expectations to employees, discussing the appraisal with the employee, and if necessary, initiating corrective action are all important steps in the appraisal process. Furthermore, as pointed out by Perry and others (1987), good communication is required for more productive work and better working relationships.

Progress reviews where the manager and employee periodically meet to discuss job performance is an important feedback method as mentioned by Sandler (1990).

2.3.5 ACCEPTANCE

However well-crafted and logically sound the performance appraisal system, it will only work with the co-operation

and commitment of people throughout the company. Hutt's (1994) view is that senior managers in particular must accept that their leadership is essential to give the system credibility. It must gain credibility for staff to invest their own time and enthusiasm in it, and play their part by taking responsibility for managing their own performance and development.

Thus, as Redman and Snape (1992) state, a key element in a performance appraisal system is that it is acceptable to all parties concerned. Wide consultation of staff at the design stage of the performance appraisal system gives both appraisers and appraisees a sense of ownership as expressed by Anderson (1992). However, Redman and Snape (1992) point out that surveys show that managerial attitudes are a key barrier to the effective implementation of employee involvement in the performance appraisal.

Anderson (1992) states that for any appraisal scheme to be successful, it requires six fundamental acceptability pre-requisites:

1. It must demonstrably have the vigorous and wholehearted support of senior managers.
2. It must be organizationally valid and meet genuine organizational needs.

3. It must be socially acceptable, and people should be willing to use it.
4. It must be administratively convenient.
5. It must fit the managerial style and overall culture of the organization.
6. It must be supported by extensive training and development work geared to building skills, knowledge, confidence and understanding.

If any of these pre-requisites are not met, difficulties with appraisal interviews are likely to emerge.

McConnell (1991) believes that there is a credibility gap between the expectations held of performance appraisal and the reality of performance appraisal's results. Common problems of performance appraisal fall into several groups: motivational weaknesses and shortcomings; confusion as to what is being assessed; system administration failings; discomfort of evaluators; and fear of legal repercussions. One of the greatest areas of difficulty concerns managers' attitudes toward the process and their willingness to make it work. The focus of the appraisal often strays from performance to personality. Unless someone has central responsibility for moving evaluations through the system, some managers will run late with scheduled evaluations, and some will

do none at all. Rarely is there enough training in how to appropriately apply the system. Variations in the application of the system from manager to manager are a reality in most systems. Fear of action on the part of employees is one highly prevalent appraisal problem today.

Common problems of appraisals include those of reliability, validity, utility, practicality and unintentional and intentional bias as pointed out by Redman and Snape (1992).

One notable common error and problem encountered in the performance appraisal system is the restriction of range. This is the tendency of the rater not to discriminate among different ratees in terms of their respective performance levels on one and the same rating item as explained by Galin (1989). Moorhead and Griffin (1989) indicate that leniency, severity, and central tendency problems are all special cases of the tendency of some raters to restrict the ratings they use. The error of central tendency may occur through simply being unwilling to make extreme judgements, but more likely through not having the knowledge or evidence to discriminate finely between facets of an individual's performance. Luthans (1981) calls such errors distribution errors and states that to overcome this problem, a forced distribution can be used, but adds that this assumes that such a distribution exists within a

group and that it may not always be true. Moorhead and Griffin (1989) have the opinion that the existence of such an error may reduce a performance appraisal's effectiveness.

Redman and Snape stress that a strong commitment is required from the entire organization, especially top management. However, they note that there is evidence that both appraisers and appraisees do not consider performance appraisal systems sufficiently important to merit their time and attention.

Daley (1987) notes that dissatisfaction with the training aspect of the appraisal system erodes belief in the fairness of the entire appraisal process and cast doubts upon employee perceptions of organizational success.

2.4 CONCLUSION ON REVIEW OF LITERATURE ON APPRAISALS

Reviewing the literature concerning performance appraisals, it can be concluded that the main points brought out by the different authors are that standards, goals, and objectives are important to appraisal; appraisal results are used to make various management decisions such as pay, rewards, training and development, and promotion; the appraisal should be job related; continuous feedback is important; and that the appraisal system must be open and acceptable to the whole

organization.

The following chapter will describe the methodology used to test the performance appraisal criteria assumed in the first chapter and see if they agree or disagree with the views of the writers reviewed in this chapter.

CHAPTER 3
RESEARCH METHODOLOGY

3. METHODOLOGY

This chapter will state the hypothesis and review the methodology used in this study.

3.1 HYPOTHESIS

The hypothesis stated in this study is:

"Batelco's existing performance appraisal system is an effective system."

The above hypothesis was tested against the following criteria of an effective performance appraisal system:

- 1: There are clear performance standards applied in the appraisal system.
- 2: The appraisal system aims at evaluating staff job related potential and behaviour both subjectively and objectively.
- 3: Results of performance appraisals are used and utilized as an input for various managerial decisions, such as staff training and development.
- 4: There is openness regarding the appraisal results and continuous and dynamic feedback is present in

the appraisal system.

- 5: The performance appraisal applied is accepted and supported by the staff working in the organization.

3.2 SECONDARY SOURCES

Secondary data consists of information that already exists somewhere, having been collected for another purpose. As Kotler (1990) defines, secondary-data sources can be internal sources, such as, prior research reports, or they can be external sources, such as periodicals and books.

Theoretical view of performance appraisals were provided by many articles, books, and materials read on this topic. These sources were gathered from various places such as the University of Bahrain library, the British Council library (now closed), and the Batelco staff library.

3.3 PRIMARY SOURCES

Primary data is defined by Kotler (1990) as consisting of original information for the specified purpose at hand.

Also, as Kotler (1990) explains, a questionnaire is basically a set of questions presented to respondents to answer.

The main primary data collecting method used in this study was the questionnaire which was used to analyse the current Batelco appraisal system, and its findings were compared to what different writers say on aspects related to performance appraisals.

3.3.1 SAMPLE PROFILE

As Zikmund (1991) explains, a sample is a subset of a larger population. The sample used in this research consists of 200 employees (n=200) selected from the 2000 Batelco staff population (10% of the total population). It consists of employees at various positions and grades. Each grade in use in Batelco was covered (from grade 1 to grade 12). As the number of staff at the higher grades (1 to 3) are small, all staff at these grades were used, while for grades 4 to 12, only 20 staff of each grade were randomly selected.

Such a selection of employees as the population of this study serves two main purposes. First, it will measure and test attitudes of different levels of Batelco's staff hierarchy. Second, it will provide data that would be more reliable for comparison purposes if further studies

are carried out to include other organizations in the private or public sectors.

The questionnaire was designed to obtain data to test the performance appraisal criteria under study. The questionnaire was distributed to the sample to complete (see Appendix 3).

Two hundred (200) questionnaires were distributed to the sample and sixty-five (65) questionnaires were completed and returned.

3.3.2 THE QUESTIONNAIRE DESIGN

The questionnaire designed was divided into three parts. The first part containing 7 questions to give a personal background about the respondent. The second part containing 11 questions in the form of statements directly related to the criteria of performance appraisals. These statements were in the format of a 5 point scale with the following definition of the ratings: Agree Strongly, Agree, Don't Know, Disagree, Disagree Strongly. The third part of the questionnaire gives the respondents a chance to express any additional comments or recommendations that they may have about the applied appraisal system inside the Batelco organization.

Questions related to standards criteria were asked to

find out the respondents' attitudes towards the current Batelco appraisal system in terms of having clear and known standards which are based on critical job elements and aimed to measure actual staff performance.

Job related questions were asked to find out the respondents' views related to the current Batelco appraisal system's subjective and objective job related evaluation of staff.

Respondents were asked input criteria questions to obtain their perceptions of the appraisal system serving as a key input for a formal reward and punishment system and to discover their views on appraisal results being used as a basis for further staff development and training.

Openness and feedback questions were asked the respondents to discover if the current Batelco appraisal system was perceived by respondents to be one that was based on openness, having appeal and review procedures and if it had continuous and dynamic feedback.

Questions on appraisal system acceptance were asked to gain insight into the general feelings they have about the effectiveness and practicality of the current appraisal system in Batelco and discover if their opinions and views were included in the appraisal system's development.

3.3.3 THE QUESTIONNAIRE RESPONSE RATE

Out of 200 questionnaires sent out to the sample, 65 completed questionnaires were returned. Thus the response rate was about 32.5%. Table 1 shows the number and percentage of respondents at each grade of the organization used as the research sample in the present research study.

**TABLE 1: THE NUMBER AND
PERCENTAGE OF RESPONDENTS PER GRADE**

GRADE	SAMPLE SIZE	RESPONDENT NO.	%
1	2	0	0.00
2	8	3	4.61
3	10	6	9.23
4	20	16	24.62
5	20	14	21.54
6	20	12	18.46
7	20	5	7.69
8	20	6	9.23
9	20	1	1.54
10	20	1	1.54
11	20	1	1.54
12	20	0	0.00
TOTAL	200	65	100.00

3.3.4 DATA ANALYSIS TECHNIQUES

A total of 65 questionnaires for the 11 questions were analyzed using computer software. The gathered data were entered in the computer using Dbase III software. SPSS

statistical software package was used for sorting and testing the existing data.

3.3.5 DATA CLASSIFICATION AND HANDLING

Descriptive Analysis is the part of statistical methods that is concerned with the collecting and summarizing of data, as stated by Hoel (1976). Zikmund (1991) defines it as "the transformation of raw data into a form that will make them easy to understand and interpret; rearranging, ordering, manipulating data to provide descriptive information."

The findings of this study are presented in two parts:

In the **Descriptive Analysis** part, the findings of this study of the data obtained from the completed questionnaires returned by Batelco staff were displayed in tables. The degree of responses are shown as both numbers and percentages. The main findings were analyzed to see the intercorrelation between the performance appraisals criteria being tested. In the **Main Discussion** part, the gathered data is used to test the hypothesis of this study, and is related to the literature reviewed.

The questionnaire aimed at collecting the data on the Batelco employees viewpoints on the following main criteria of an effective performance appraisal system:

- 1: Standards criteria: questions from 1 to 2.
- 2: Job related criteria. Both subjective and objective evaluation: questions from 3 to 4.
- 3: Input criteria. Affects on management decision and training and development: questions from 5 to 6.
- 4: Openness and feedback: questions from 7 to 9.
- 5: Acceptance: questions from 10 to 11.

The data collected tests the performance appraisal criteria and analyses them to see if they agree or disagree with the views of the writers reviewed in the second chapter concerning performance appraisals such as the importance of standards, goals, and objectives to appraisals; use of appraisal results to make various management decisions; need of appraisals to be job related; importance of continuous feedback; and appraisal systems must be open and acceptable to the whole organization.

CHAPTER 4

RESEARCH FINDINGS: DESCRIPTIVE ANALYSIS

CHAPTER 4: RESEARCH FINDINGS: DESCRIPTIVE ANALYSIS

This chapter describes the data collected by the questionnaire regarding Batelco's appraisal system by giving the absolute values and percentage of response for each appraisal criteria.

4.1 DESCRIPTIVE ANALYSIS

This section gives a descriptive analysis on the data collected.

Batelco has around 2000 employees. A total of 200 questionnaires (10% of the total Batelco staff population) were distributed within Batelco and a total of 65 completed questionnaires were returned giving a response rate of (32.5%).

As indicated in Chapter 3, a questionnaire was designed and distributed in order to study the performance appraisal system in Batelco.

Research results for the questionnaire are presented in tables 2 to 7.

4.1.1 RESEARCH FINDINGS OF QUESTIONNAIRE: SECTION A

Section A of the questionnaire gives the background of population sample in Batelco who returned completed questionnaires.

4.1.1.1 RESPONDENTS' BACKGROUNDS

Table 2 shows results of respondents' personal backgrounds.

TABLE 2
(Respondents' Background)

1.	AGE	NUMBER	PERCENT
	Less than 20 years	0	0.0
	20 - 30 years	15	23.1
	30 - 40 years	34	52.3
	Over 40 years	16	24.6

2.	SEX	NUMBER	PERCENT
	Male	49	75.4
	Female	16	24.6

3.	NATIONALITY	NUMBER	PERCENT
	Bahraini	57	87.7
	Non-Bahraini	8	12.3

4.	QUALIFICATIONS	NUMBER	PERCENT
	None	1	1.5
	Below High School	1	1.5
	High School (Tawjehya)	11	16.9
	Undergraduate Degree	12	18.5
	Higher Diploma	19	29.2
	Postgraduate Degree	21	32.3

5.	PERIOD OF EMPLOYMENT IN BATELCO	NUMBER	PERCENT
	Less than 1 year	3	4.6
	1 - 5 years	9	13.8
	5 - 10 years	21	32.3
	10 - 15 years	10	15.4
	15 - 20 years	6	9.2
	Over 20 years	16	24.6

6.	GRADE	NUMBER	PERCENT
	1	0	0.0
	2	3	4.6
	3	6	9.2
	4	16	24.6
	5	14	21.5
	6	12	18.5
	7	5	7.7
	8	6	9.2
	9	1	1.5
	10	1	1.5
	11	1	1.5
	12	0	0.0

7.	DO YOU APPRAISE STAFF	NUMBER	PERCENT
	Yes	48	73.8
	No	17	26.2

The vast majority of respondents are Bahraini nationals (87.7%) and male (75.4%). Over half the respondents (52.3%) of the questionnaire are between the ages of 30-40 while the rest are almost equally split between the ages of 20-30 years (23.1%) and over 40 years of age (24.6%). A third have worked for Batelco between 5-10 years (32.3%) while a quarter (24.6%) had been with the company for over 20 years. This indicates that the over-40 staff seem to have been with Batelco for over 20 years. The majority of respondents also have high academic qualifications having either obtained a Postgraduate Diploma (32.3%) or a Higher Diploma (29.2%). A major proportion of respondents (73.8%) appraised others. This is in line with the fact that higher grade staff are more likely in Batelco to appraise others, and respondents were mainly staff in grades 4 and 5 (24.6% and 21.5% respectively).

To summarize, the majority of respondents are Bahraini males, appraisers, who have been with the company a long time, working their way up the work ladder and gaining qualifications of higher diplomas or postgraduate degrees along the way.

4.1.2 RESEARCH FINDINGS OF QUESTIONNAIRE: SECTION B

Table 3 shows results of responses to statements regarding standards criteria of the Batelco appraisal system.

TABLE 3
(Standards Criteria)

NO.	STATEMENT	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY
1.	The present appraisal system is based on clear performance standards, which aims to measure the real and actual performance of staff members.	4.6 (3)	53.8 (35)	12.3 (8)	24.6 (16)	4.6 (3)
2.	As a member of this organization, I was notified about these performance standards, which are based upon the critical elements of the job I do.	6.2 (4)	56.9 (37)	12.3 (8)	21.5 (14)	3.1 (2)

Table 4 shows results of responses to statements regarding subjective and objective job related criteria.

TABLE 4
(Job Related Criteria)

NO.	STATEMENT	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY
3.	The present appraisal system aims to evaluate my leadership potentiality, attitude toward people, and my loyalty to the organization.	3.1 (2)	53.8 (35)	13.8 (9)	27.7 (18)	1.5 (1)
4.	The present system also aims to evaluate staff members against behaviours, or outcomes such as levels of performance output, level of specific goal(s) attainment, or even number of days absent.	7.7 (5)	61.5 (40)	15.4 (10)	13.8 (9)	1.5 (1)

Table 5 shows results of responses to statements regarding input criteria of Batelco's appraisal system.

TABLE 5
(Input Criteria)

NO.	STATEMENT	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY
5.	The present appraisal system serves as a key input for administering a formal organizational reward and punishment system, such as promotion, demotion, lay off, termination, pay, ..., etc.	1.5 (1)	43.1 (28)	12.3 (8)	33.8 (22)	9.2 (6)
6.	Appraisal results are continuously used and utilized as an important area and basis for further and future employee development and training.	6.2 (4)	35.4 (23)	13.8 (9)	38.5 (25)	6.2 (4)

Table 6 shows results of responses to statements regarding openness and feedback in the current appraisal system within Batelco.

TABLE 6
(Openness and Feedback)

NO.	STATEMENT	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY
7.	Within the present system, appraisal results are well known and communicated to me continuously by the appraiser.	6.2 (4)	53.8 (35)	9.2 (6)	27.7 (18)	3.1 (2)
8.	If I didn't like or accept my appraisal results, appeal and review procedures are established within the present appraisal system.	0.0 (0)	43.1 (28)	24.6 (16)	27.7 (18)	4.6 (3)
9.	The present system provide dynamic and continuous feedback to staff members, since the appraiser points out the strengths and weaknesses of employees in order to improve performance in the future.	3.1 (2)	55.4 (36)	18.5 (12)	20.0 (13)	3.1 (2)

Table 7 shows results of responses to statements regarding acceptance of the appraisal system itself.

TABLE 7
(Acceptance)

NO.	STATEMENT	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY
10.	Before the actual implementation of the system, staff members were given the chance to express their ideas, opinions, attitudes, feelings and recommendations about the appraisal system in general.	3.1 (2)	38.5 (25)	20.0 (13)	24.6 (16)	13.8 (9)
11.	Overall, I believe that the present applied appraisal system is very effective, sufficient, and practical system, and therefore, it is supported and accepted by most of the staff members.	3.1 (2)	36.9 (24)	18.5 (12)	32.3 (21)	9.2 (6)

4.1.3 **RELATIONSHIPS BETWEEN APPRAISAL CRITERIA AND RESPONDENTS BACKGROUNDS**

This section seeks to determine what background the respondents have in relation with their answers to each of the 11 statements in the questionnaire (Section B).

Table 8 shows the results of crosstabulation between clear performance standards and the respondents' background.

TABLE 8

(Standards Criteria - Question 1 and Backgrounds)

1. The present appraisal system is based on clear performance standards, which aims to measure the real and actual performance of staff members.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	1.5 (1)	10.8 (7)	4.6 (3)	3.1 (2)	3.1 (2)
3.	30 - 40 years	3.1 (2)	26.2 (17)	6.2 (4)	16.9 (11)	0.0 (0)
4.	Over 40 years	0.0 (0)	16.9 (11)	1.5 (1)	4.6 (3)	1.5 (1)

	SEX					
1.	Male	0.0 (0)	44.6 (29)	9.2 (6)	18.5 (12)	3.1 (2)
2.	Female	4.6 (3)	9.2 (6)	3.1 (2)	6.2 (4)	1.5 (1)

	NATIONALITY					
1.	Bahraini	4.6 (3)	47.7 (31)	10.8 (7)	21.5 (14)	3.1 (2)
2.	Non-Bahraini	0.0 (0)	6.2 (4)	1.5 (1)	3.1 (2)	1.5 (1)

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)
2.	Below High School	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	1.5 (1)	12.3 (8)	1.5 (1)	0.0 (0)	1.5 (1)
4.	Undergraduate Degree	1.5 (1)	9.2 (6)	0.0 (0)	7.7 (5)	0.0 (0)
5.	Higher Diploma	1.5 (1)	12.3 (8)	4.6 (3)	10.8 (7)	0.0 (0)
6.	Postgraduate Degree	0.0 (0)	18.5 (12)	6.2 (4)	4.6 (3)	3.1 (2)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	1.5 (1)	3.1 (2)	0.0 (0)	0.0 (0)
2.	1 - 5 years	1.5 (1)	6.2 (4)	0.0 (0)	4.6 (3)	1.5 (1)
3.	5 - 10 years	1.5 (1)	15.4 (10)	4.6 (3)	7.7 (5)	3.1 (2)
4.	10 - 15 years	1.5 (1)	7.7 (5)	0.0 (0)	6.2 (4)	0.0 (0)
5.	15 - 20 years	0.0 (0)	6.2 (4)	1.5 (1)	1.5 (1)	0.0 (0)
6.	Over 20 years	0.0 (0)	16.9 (11)	3.1 (2)	4.6 (3)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	4.6 (3)	0.0 (0)	0.0 (0)	0.0 (0)
3.	3	0.0 (0)	4.6 (3)	1.5 (1)	3.1 (2)	0.0 (0)
4.	4	0.0 (0)	15.4 (10)	3.1 (2)	4.6 (3)	1.5 (1)
5.	5	1.5 (1)	10.8 (7)	1.5 (1)	6.2 (4)	1.5 (1)
6.	6	0.0 (0)	9.2 (6)	3.1 (2)	6.2 (4)	0.0 (0)
7.	7	0.0 (0)	4.6 (3)	1.5 (1)	1.5 (1)	0.0 (0)
8.	8	3.1 (2)	3.1 (2)	0.0 (0)	1.5 (1)	1.5 (1)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	1.5 (1)	46.2 (30)	9.2 (6)	13.8 (9)	3.1 (2)
2.	No	3.1 (2)	7.7 (5)	3.1 (2)	10.8 (7)	1.5 (1)

Table 9 shows the results of crosstabulation between notification of performance standards based on critical elements of their jobs and the respondents' background.

TABLE 9
(Standards Criteria - Question 2 and Backgrounds)

2. As a member of this organization, I was notified about these performance standards, which are based upon the critical elements of the job I do.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	10.8 (7)	7.7 (5)	4.6 (3)	0.0 (0)
3.	30 - 40 years	3.1 (2)	35.4 (23)	3.1 (2)	7.7 (5)	3.1 (2)
4.	Over 40 years	3.1 (2)	10.8 (7)	1.5 (1)	9.2 (6)	0.0 (0)

	SEX					
1.	Male	4.6 (3)	43.1 (28)	7.7 (5)	18.5 (12)	1.5 (1)
2.	Female	1.5 (1)	13.8 (9)	4.6 (3)	3.1 (2)	1.5 (1)

	NATIONALITY					
1.	Bahraini	6.2 (4)	49.2 (32)	12.3 (8)	16.9 (11)	3.1 (2)
2.	Non-Bahraini	0.0 (0)	7.7 (5)	0.0 (0)	4.6 (3)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
2.	Below High School	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	3.1 (2)	4.6 (3)	1.5 (1)	6.2 (4)	1.5 (1)
4.	Undergraduate Degree	1.5 (1)	10.8 (7)	3.1 (2)	3.1 (2)	0.0 (0)
5.	Higher Diploma	0.0 (0)	13.8 (9)	4.6 (3)	9.2 (6)	1.5 (1)
6.	Postgraduate Degree	0.0 (0)	26.2 (17)	3.1 (2)	3.1 (2)	0.0 (0)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	3.1 (2)	1.5 (1)	0.0 (0)	0.0 (0)
2.	1 - 5 years	0.0 (0)	7.7 (5)	4.6 (3)	1.5 (1)	0.0 (0)
3.	5 - 10 years	0.0 (0)	20.0 (13)	3.1 (2)	7.7 (5)	1.5 (1)
4.	10 - 15 years	1.5 (1)	6.2 (4)	0.0 (0)	6.2 (4)	1.5 (1)
5.	15 - 20 years	1.5 (1)	6.2 (4)	1.5 (1)	0.0 (0)	0.0 (0)
6.	Over 20 years	3.1 (2)	13.8 (9)	1.5 (1)	6.2 (4)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	4.6 (3)	0.0 (0)	0.0 (0)	0.0 (0)
3.	3	0.0 (0)	6.2 (4)	0.0 (0)	3.1 (2)	0.0 (0)
4.	4	0.0 (0)	13.8 (9)	1.5 (1)	9.2 (6)	0.0 (0)
5.	5	1.5 (1)	10.8 (7)	3.1 (2)	4.6 (3)	1.5 (1)
6.	6	0.0 (0)	13.8 (9)	1.5 (1)	1.5 (1)	1.5 (1)
7.	7	3.1 (2)	3.1 (2)	1.5 (1)	0.0 (0)	0.0 (0)
8.	8	1.5 (1)	3.1 (2)	3.1 (2)	1.5 (1)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)
11.	11	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	4.6 (3)	44.6 (29)	4.6 (3)	18.5 (12)	1.5 (1)
2.	No	1.5 (1)	12.3 (8)	7.7 (5)	3.1 (2)	1.5 (1)

Table 10 shows the results of crosstabulation between appraisals evaluating appraisee potential job criteria and the respondents' background.

TABLE 10
(Job Related Criteria - Question 3 and Backgrounds)

3. The present appraisal system aims to evaluate my leadership potentiality, attitude toward people, and my loyalty to the organization.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	1.5 (1)	13.8 (9)	4.6 (3)	3.1 (2)	0.0 (1)
3.	30 - 40 years	1.5 (1)	23.1 (15)	7.7 (5)	18.5 (12)	1.5 (1)
4.	Over 40 years	0.0 (0)	16.9 (11)	1.5 (1)	6.2 (4)	0.0 (0)

	SEX					
1.	Male	1.5 (1)	40.0 (26)	9.2 (6)	24.6 (16)	0.0 (0)
2.	Female	1.5 (1)	13.8 (9)	4.6 (3)	3.1 (2)	1.5 (1)

	NATIONALITY					
1.	Bahraini	3.1 (2)	47.7 (31)	12.3 (8)	23.1 (15)	1.5 (1)
2.	Non-Bahraini	0.0 (0)	6.2 (4)	1.5 (1)	4.6 (3)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR- ONGLY	AGREE	DON'T KNOW	DISA- GREE	DISA- GREE STR- ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
2.	Below High School	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	1.5 (1)	10.8 (7)	3.1 (2)	0.0 (0)	1.5 (1)
4.	Undergraduate Degree	1.5 (1)	7.7 (5)	1.5 (1)	7.7 (5)	0.0 (0)
5.	Higher Diploma	0.0 (0)	18.5 (12)	1.5 (1)	9.2 (6)	0.0 (0)
6.	Postgraduate Degree	0.0 (0)	15.4 (10)	6.2 (4)	10.8 (7)	0.0 (0)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	3.1 (2)	1.5 (1)	0.0 (0)	0.0 (0)
2.	1 - 5 years	0.0 (0)	9.2 (6)	0.0 (0)	4.6 (3)	0.0 (0)
3.	5 - 10 years	3.1 (2)	13.8 (9)	6.2 (4)	9.2 (6)	0.0 (0)
4.	10 - 15 years	0.0 (0)	7.7 (5)	1.5 (1)	4.6 (3)	1.5 (1)
5.	15 - 20 years	0.0 (0)	4.6 (3)	1.5 (1)	3.1 (2)	0.0 (0)
6.	Over 20 years	0.0 (0)	15.4 (10)	3.1 (2)	6.2 (4)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR- ONGLY	AGREE	DON'T KNOW	DISA- GREE	DISA- GREE STR- ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	3.1 (2)	0.0 (0)	1.5 (1)	0.0 (0)
3.	3	0.0 (0)	3.1 (2)	1.5 (1)	4.6 (3)	0.0 (0)
4.	4	0.0 (0)	13.8 (9)	1.5 (1)	9.2 (6)	0.0 (0)
5.	5	0.0 (0)	13.8 (9)	1.5 (1)	4.6 (3)	1.5 (1)
6.	6	0.0 (0)	9.2 (6)	3.1 (2)	6.2 (4)	0.0 (0)
7.	7	0.0 (0)	7.7 (5)	0.0 (0)	0.0 (0)	0.0 (0)
8.	8	1.5 (1)	3.1 (2)	3.1 (2)	1.5 (1)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	1.5 (1)	44.6 (29)	6.2 (4)	20.0 (13)	1.5 (1)
2.	No	1.5 (1)	9.2 (6)	7.7 (5)	7.7 (5)	0.0 (0)

Table 11 shows the results of crosstabulation between the performance appraisal evaluating staff job behaviour and the respondents' background.

TABLE 11
(Job Related Criteria - Question 4 and Backgrounds)

4. The present system also aims to evaluate staff members against behaviours, or outcomes such as levels of performance output, level of specific goal(s) attainment, or even number of days absent.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	12.3 (8)	4.6 (3)	4.6 (3)	1.5 (1)
3.	30 - 40 years	3.1 (2)	32.3 (21)	9.2 (6)	7.7 (5)	0.0 (0)
4.	Over 40 years	4.6 (3)	16.9 (11)	1.5 (1)	1.5 (1)	0.0 (0)

	SEX					
1.	Male	6.2 (4)	47.7 (31)	10.8 (7)	9.2 (6)	1.5 (1)
2.	Female	1.5 (1)	13.8 (9)	4.6 (3)	4.6 (3)	0.0 (0)

	NATIONALITY					
1.	Bahraini	7.7 (5)	50.8 (33)	13.8 (9)	13.8 (9)	1.5 (1)
2.	Non-Bahraini	0.0 (0)	10.8 (7)	1.5 (1)	0.0 (0)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
2.	Below High School	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	1.5 (1)	9.2 (6)	4.6 (3)	1.5 (1)	0.0 (0)
4.	Undergraduate Degree	1.5 (1)	10.8 (7)	1.5 (1)	4.6 (3)	0.0 (0)
5.	Higher Diploma	0.0 (0)	16.9 (11)	6.2 (4)	6.2 (4)	0.0 (0)
6.	Postgraduate Degree	3.1 (2)	23.1 (15)	3.1 (2)	1.5 (1)	1.5 (1)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	1.5 (1)	3.1 (2)	0.0 (0)	0.0 (0)
2.	1 - 5 years	0.0 (0)	6.2 (4)	3.1 (2)	3.1 (2)	1.5 (1)
3.	5 - 10 years	1.5 (1)	23.1 (15)	4.6 (3)	3.1 (2)	0.0 (0)
4.	10 - 15 years	0.0 (0)	9.2 (6)	1.5 (1)	4.6 (3)	0.0 (0)
5.	15 - 20 years	1.5 (1)	6.2 (4)	1.5 (1)	0.0 (0)	0.0 (0)
6.	Over 20 years	4.6 (3)	15.4 (10)	1.5 (1)	3.1 (2)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	4.6 (3)	0.0 (0)	0.0 (0)	0.0 (0)
3.	3	0.0 (0)	7.7 (5)	0.0 (0)	1.5 (1)	0.0 (0)
4.	4	1.5 (1)	16.9 (11)	3.1 (2)	3.1 (2)	0.0 (0)
5.	5	1.5 (1)	10.8 (7)	1.5 (1)	6.2 (4)	1.5 (1)
6.	6	1.5 (1)	9.2 (6)	6.2 (4)	1.5 (1)	0.0 (0)
7.	7	1.5 (1)	4.6 (3)	1.5 (1)	0.0 (0)	0.0 (0)
8.	8	1.5 (1)	4.6 (3)	1.5 (1)	1.5 (1)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	6.2 (4)	50.8 (33)	6.2 (4)	9.2 (6)	1.5 (1)
2.	No	1.5 (1)	10.8 (7)	9.2 (6)	4.6 (3)	0.0 (0)

Table 12 shows the results of crosstabulation between the performance appraisal serving as a key input for administrations and the respondents' background.

TABLE 12
(Input Criteria - Question 5 and Backgrounds)

5. The present appraisal system serves as a key input for administering a formal organizational reward and punishment system, such as promotion, demotion, lay off, termination, pay, ..., etc.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	4.6 (3)	6.2 (4)	7.7 (5)	4.6 (3)
3.	30 - 40 years	0.0 (0)	26.2 (17)	4.6 (3)	20.0 (13)	1.5 (1)
4.	Over 40 years	1.5 (1)	12.3 (8)	1.5 (1)	6.2 (4)	3.1 (2)

	SEX					
1.	Male	1.5 (1)	33.8 (22)	9.2 (6)	23.1 (15)	7.7 (5)
2.	Female	0.0 (0)	9.2 (6)	3.1 (2)	10.8 (7)	1.5 (1)

	NATIONALITY					
1.	Bahraini	0.0 (0)	35.4 (23)	10.8 (7)	33.8 (22)	7.7 (5)
2.	Non-Bahraini	1.5 (1)	7.7 (5)	1.5 (1)	0.0 (0)	1.5 (1)

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)
2.	Below High School	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	0.0 (0)	12.3 (8)	1.5 (1)	3.1 (2)	0.0 (0)
4.	Undergraduate Degree	0.0 (0)	6.2 (4)	1.5 (1)	9.2 (6)	1.5 (1)
5.	Higher Diploma	0.0 (0)	12.3 (8)	4.6 (3)	10.8 (7)	1.5 (1)
6.	Postgraduate Degree	1.5 (1)	10.8 (7)	4.6 (3)	10.8 (7)	4.6 (3)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	1.5 (1)	3.1 (2)	0.0 (0)	0.0 (0)
2.	1 - 5 years	0.0 (0)	6.2 (4)	0.0 (0)	4.6 (3)	3.1 (2)
3.	5 - 10 years	1.5 (1)	13.8 (9)	3.1 (2)	12.3 (8)	1.5 (1)
4.	10 - 15 years	0.0 (0)	9.2 (6)	1.5 (1)	4.6 (3)	0.0 (0)
5.	15 - 20 years	0.0 (0)	4.6 (3)	1.5 (1)	3.1 (2)	0.0 (0)
6.	Over 20 years	0.0 (0)	7.7 (5)	3.1 (2)	9.2 (6)	4.6 (3)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STRONGLY	AGREE	DON'T KNOW	DISAGREE	DISAGREE STRONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	1.5 (1)	0.0 (0)	3.1 (2)	0.0 (0)
3.	3	0.0 (0)	6.2 (4)	1.5 (1)	1.5 (1)	0.0 (0)
4.	4	1.5 (1)	7.7 (5)	3.1 (2)	9.2 (6)	3.1 (2)
5.	5	0.0 (0)	10.8 (7)	3.1 (2)	3.1 (2)	4.6 (3)
6.	6	0.0 (0)	10.8 (7)	0.0 (0)	7.7 (5)	0.0 (0)
7.	7	0.0 (0)	4.6 (3)	0.0 (0)	3.1 (2)	0.0 (0)
8.	8	0.0 (0)	1.5 (1)	1.5 (1)	6.2 (4)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	1.5 (1)	33.8 (22)	10.8 (7)	21.5 (14)	6.2 (4)
2.	No	0.0 (0)	9.2 (6)	1.5 (1)	12.3 (8)	3.1 (2)

Table 13 shows the results of crosstabulation between the performance appraisal results being used and utilized for staff development and training, and the respondents' background.

TABLE 13
(Input Criteria - Question 6 and Backgrounds)

6. Appraisal results are continuously used and utilized as an important area and basis for further and future employee development and training.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	9.2 (6)	4.6 (3)	6.2 (4)	3.1 (2)
3.	30 - 40 years	3.1 (2)	18.5 (12)	6.2 (4)	21.5 (14)	3.1 (2)
4.	Over 40 years	3.1 (2)	7.7 (5)	3.1 (2)	10.8 (7)	0.0 (0)

	SEX					
1.	Male	4.6 (3)	27.7 (18)	7.7 (5)	30.8 (20)	4.6 (3)
2.	Female	1.5 (1)	7.7 (5)	6.2 (4)	7.7 (5)	1.5 (1)

	NATIONALITY					
1.	Bahraini	6.2 (4)	32.3 (21)	13.8 (9)	29.2 (19)	6.2 (4)
2.	Non-Bahraini	0.0 (0)	3.1 (2)	0.0 (0)	9.2 (6)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
2.	Below High School	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	1.5 (1)	9.2 (6)	1.5 (1)	3.1 (2)	1.5 (1)
4.	Undergraduate Degree	1.5 (1)	3.2 (2)	4.6 (3)	7.7 (5)	1.5 (1)
5.	Higher Diploma	0.0 (0)	12.3 (8)	3.1 (2)	12.3 (8)	1.5 (1)
6.	Postgraduate Degree	1.5 (1)	9.2 (6)	4.6 (3)	15.4 (10)	1.5 (1)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	0.0 (0)	1.5 (1)	3.1 (2)	0.0 (0)
2.	1 - 5 years	0.0 (0)	4.6 (3)	1.5 (1)	4.6 (3)	3.1 (2)
3.	5 - 10 years	1.5 (1)	15.4 (10)	4.6 (3)	10.8 (7)	0.0 (0)
4.	10 - 15 years	0.0 (0)	6.2 (4)	0.0 (0)	6.2 (4)	3.1 (2)
5.	15 - 20 years	1.5 (1)	3.1 (2)	0.0 (0)	4.6 (3)	0.0 (0)
6.	Over 20 years	3.1 (2)	6.2 (4)	6.2 (4)	9.2 (6)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	0.0 (0)	0.0 (0)	4.6 (3)	0.0 (0)
3.	3	0.0 (0)	1.5 (1)	1.5 (1)	6.2 (4)	0.0 (0)
4.	4	0.0 (0)	7.7 (5)	3.1 (2)	13.8 (9)	0.0 (0)
5.	5	1.5 (1)	7.7 (5)	3.1 (2)	3.1 (2)	6.2 (4)
6.	6	1.5 (1)	10.8 (7)	1.5 (1)	4.6 (3)	0.0 (0)
7.	7	1.5 (1)	3.1 (2)	1.5 (1)	1.5 (1)	0.0 (0)
8.	8	1.5 (1)	1.5 (1)	1.5 (1)	4.6 (3)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	4.6 (3)	27.7 (18)	7.7 (5)	29.2 (19)	4.6 (3)
2.	No	1.5 (1)	7.7 (5)	6.2 (4)	9.2 (6)	1.5 (1)

Table 14 shows the results of crosstabulation between the performance appraisal results being communicated to appraisee and the respondents' background.

TABLE 14
(Openness and Feedback - Question 7 and Backgrounds)

7. Within the present system, appraisal results are well known and communicated to me continuously by the appraiser.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	15.4 (10)	3.1 (2)	4.6 (3)	0.0 (0)
3.	30 - 40 years	3.1 (2)	26.2 (17)	4.6 (3)	16.9 (11)	1.5 (1)
4.	Over 40 years	3.1 (2)	12.3 (8)	1.5 (1)	6.2 (4)	1.5 (1)

	SEX					
1.	Male	3.1 (2)	38.5 (25)	7.7 (5)	24.6 (16)	1.5 (1)
2.	Female	3.1 (2)	15.4 (10)	1.5 (1)	3.1 (2)	1.5 (1)

	NATIONALITY					
1.	Bahraini	1.5 (1)	53.8 (35)	9.2 (6)	21.5 (14)	1.5 (1)
2.	Non-Bahraini	4.6 (3)	0.0 (0)	0.0 (0)	6.2 (4)	1.5 (1)

NO.	BACKGROUND	RESPONDENTS ANSWER: %&(NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	Below High School	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	0.0 (0)	12.3 (8)	0.0 (0)	3.1 (2)	1.5 (1)
4.	Undergraduate Degree	3.1 (2)	10.8 (7)	0.0 (0)	4.6 (3)	0.0 (0)
5.	Higher Diploma	1.5 (1)	13.8 (9)	3.1 (2)	10.8 (7)	0.0 (0)
6.	Postgraduate Degree	0.0 (0)	15.4 (10)	6.2 (4)	9.2 (6)	1.5 (1)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	1.5 (1)	0.0 (0)	1.5 (1)	1.5 (1)	0.0 (0)
2.	1 - 5 years	0.0 (0)	7.7 (5)	0.0 (0)	6.2 (4)	0.0 (0)
3.	5 - 10 years	1.5 (1)	16.9 (11)	1.5 (1)	10.8 (7)	1.5 (1)
4.	10 - 15 years	0.0 (0)	6.2 (4)	1.5 (1)	6.2 (4)	1.5 (1)
5.	15 - 20 years	1.5 (1)	6.2 (4)	0.0 (0)	1.5 (1)	0.0 (0)
6.	Over 20 years	1.5 (1)	16.9 (11)	4.6 (3)	1.5 (1)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	3.1 (2)	0.0 (0)	1.5 (1)	0.0 (0)
3.	3	0.0 (0)	6.2 (4)	0.0 (0)	3.1 (2)	0.0 (0)
4.	4	3.1 (2)	10.8 (7)	4.6 (3)	4.6 (3)	1.5 (1)
5.	5	0.0 (0)	13.8 (9)	3.1 (2)	3.1 (2)	1.5 (1)
6.	6	0.0 (0)	6.2 (4)	0.0 (0)	12.3 (8)	0.0 (0)
7.	7	0.0 (0)	6.2 (4)	0.0 (0)	1.5 (1)	0.0 (0)
8.	8	1.5 (1)	6.2 (4)	0.0 (0)	1.5 (1)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	1.5 (1)	44.6 (29)	6.2 (4)	18.2 (12)	3.1 (2)
2.	No	4.6 (3)	9.2 (6)	3.1 (2)	9.2 (6)	0.0 (0)

Table 15 shows the results of crosstabulation between formal appeal and review procedures within appraisal system and the respondents' background.

TABLE 15
(Openness and Feedback - Question 8 and Backgrounds)

8. If I didn't like or accept my appraisal results, appeal and review procedures are established within the present appraisal system.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	9.2 (6)	9.2 (6)	4.6 (3)	0.0 (0)
3.	30 - 40 years	0.0 (0)	23.1 (15)	9.2 (6)	15.4 (10)	4.6 (3)
4.	Over 40 years	0.0 (0)	10.8 (7)	6.2 (4)	7.7 (5)	0.0 (0)

	SEX					
1.	Male	0.0 (0)	32.3 (21)	18.5 (12)	21.5 (14)	3.1 (2)
2.	Female	0.0 (0)	10.8 (7)	6.2 (4)	6.2 (4)	1.5 (1)

	NATIONALITY					
1.	Bahraini	0.0 (0)	38.5 (25)	21.5 (14)	23.1 (15)	4.6 (3)
2.	Non-Bahraini	0.0 (0)	4.6 (3)	3.1 (2)	4.6 (3)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONLY

	QUALIFICATIONS					
1.	None	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)
2.	Below High School	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	0.0 (0)	7.7 (5)	3.1 (2)	4.6 (3)	1.5 (1)
4.	Undergraduate Degree	0.0 (0)	9.2 (6)	1.5 (1)	7.7 (5)	0.0 (0)
5.	Higher Diploma	0.0 (0)	16.9 (11)	9.2 (6)	3.1 (2)	0.0 (0)
6.	Postgraduate Degree	0.0 (0)	9.2 (6)	9.2 (6)	10.8 (7)	3.1 (2)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	1.5 (1)	3.1 (2)	0.0 (0)	0.0 (0)
2.	1 - 5 years	0.0 (0)	4.6 (3)	4.6 (3)	3.1 (2)	1.5 (1)
3.	5 - 10 years	0.0 (0)	18.5 (12)	4.6 (3)	7.7 (5)	1.5 (1)
4.	10 - 15 years	0.0 (0)	6.2 (4)	6.2 (4)	1.5 (1)	1.5 (1)
5.	15 - 20 years	0.0 (0)	3.1 (2)	1.5 (1)	4.6 (3)	0.0 (0)
6.	Over 20 years	0.0 (0)	9.2 (6)	4.6 (3)	10.8 (7)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR- ONGLY	AGREE	DON'T KNOW	DISA- GREE	DISA- GREE STR- ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	1.5 (1)	0.0 (0)	3.1 (2)	0.0 (0)
3.	3	0.0 (0)	1.5 (1)	3.1 (2)	4.6 (3)	0.0 (0)
4.	4	0.0 (0)	10.8 (7)	3.1 (2)	9.2 (6)	1.5 (1)
5.	5	0.0 (0)	9.2 (6)	9.2 (6)	1.5 (1)	1.5 (1)
6.	6	0.0 (0)	10.8 (7)	4.6 (3)	1.5 (1)	1.5 (1)
7.	7	0.0 (0)	4.6 (3)	1.5 (1)	1.5 (1)	0.0 (0)
8.	8	0.0 (0)	3.1 (2)	1.5 (1)	4.6 (3)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	0.0 (0)	30.8 (20)	18.5 (12)	20.0 (13)	4.6 (3)
2.	No	0.0 (0)	12.3 (8)	6.2 (4)	7.7 (5)	0.0 (0)

Table 16 shows the results of crosstabulation between continuous and dynamic feedback and the respondents' background.

TABLE 16
(Openness and Feedback - Question 9 and Backgrounds)

9. The present system provide dynamic and continuous feedback to staff members, since the appraiser points out the strengths and weaknesses of employees in order to improve performance in the future.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	10.8 (7)	6.2 (4)	4.6 (3)	1.5 (1)
3.	30 - 40 years	3.1 (2)	29.2 (19)	10.8 (7)	9.2 (6)	0.0 (0)
4.	Over 40 years	0.0 (0)	15.4 (10)	1.5 (1)	6.2 (4)	1.5 (1)

	SEX					
1.	Male	1.5 (1)	43.1 (28)	10.8 (7)	16.9 (11)	3.1 (2)
2.	Female	1.5 (1)	12.3 (8)	7.7 (5)	3.1 (2)	0.0 (0)

	NATIONALITY					
1.	Bahraini	3.1 (2)	47.7 (31)	18.5 (12)	16.9 (11)	1.5 (1)
2.	Non-Bahraini	0.0 (0)	7.7 (5)	0.0 (0)	3.1 (2)	1.5 (1)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
2.	Below High School	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	1.5 (1)	9.2 (6)	4.6 (3)	1.5 (1)	0.0 (0)
4.	Undergraduate Degree	0.0 (0)	6.2 (4)	3.1 (2)	9.2 (6)	0.0 (0)
5.	Higher Diploma	0.0 (0)	18.5 (12)	4.6 (3)	6.2 (4)	0.0 (0)
6.	Postgraduate Degree	1.5 (1)	18.5 (12)	6.2 (4)	3.1 (2)	3.1 (2)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	1.5 (1)	1.5 (1)	1.5 (1)	0.0 (0)
2.	1 - 5 years	0.0 (0)	4.6 (3)	4.6 (3)	3.1 (2)	1.5 (1)
3.	5 - 10 years	1.5 (1)	18.5 (12)	4.6 (3)	6.2 (4)	1.5 (1)
4.	10 - 15 years	1.5 (1)	12.8 (8)	0.0 (0)	1.5 (1)	0.0 (0)
5.	15 - 20 years	0.0 (0)	4.6 (3)	3.1 (2)	1.5 (1)	0.0 (0)
6.	Over 20 years	0.0 (0)	13.8 (9)	4.6 (3)	6.2 (4)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	4.6 (3)	0.0 (0)	0.0 (0)	0.0 (0)
3.	3	0.0 (0)	4.6 (3)	0.0 (0)	4.6 (3)	0.0 (0)
4.	4	0.0 (0)	10.8 (7)	6.2 (4)	6.2 (4)	1.5 (1)
5.	5	1.5 (1)	13.8 (9)	3.1 (2)	1.5 (1)	1.5 (1)
6.	6	1.5 (1)	10.8 (7)	3.1 (2)	3.1 (2)	0.0 (0)
7.	7	0.0 (0)	4.6 (3)	3.1 (2)	0.0 (0)	0.0 (0)
8.	8	0.0 (0)	3.1 (2)	1.5 (1)	4.6 (3)	0.0 (0)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	3.1 (2)	47.7 (31)	10.8 (7)	9.2 (6)	3.1 (2)
2.	No	0.0 (0)	7.7 (5)	7.7 (5)	10.8 (7)	0.0 (0)

Table 17 shows the results of crosstabulation between staff being given a change to voice opinions before appraisal system implementation and the respondents' background.

TABLE 17
(Acceptance - Question 10 and Backgrounds)

10. Before the actual implementation of the system, staff members were given the chance to express their ideas, opinions, attitudes, feelings and recommendations about the appraisal system in general.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	1.5 (1)	4.6 (3)	6.2 (4)	7.7 (5)	3.1 (2)
3.	30 - 40 years	1.5 (1)	23.1 (15)	6.2 (4)	12.3 (8)	9.2 (6)
4.	Over 40 years	0.0 (0)	10.8 (7)	7.7 (5)	4.6 (3)	1.5 (1)

	SEX					
1.	Male	1.5 (1)	30.8 (20)	16.9 (11)	20.0 (13)	6.2 (4)
2.	Female	1.5 (1)	7.7 (5)	3.1 (2)	4.6 (3)	7.7 (5)

	NATIONALITY					
1.	Bahraini	3.1 (2)	35.4 (23)	13.8 (9)	23.1 (15)	12.3 (8)
2.	Non-Bahraini	0.0 (0)	3.1 (2)	6.2 (4)	1.5 (1)	1.5 (1)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)
2.	Below High School	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	0.0 (0)	9.2 (6)	3.1 (2)	3.1 (2)	1.5 (1)
4.	Undergraduate Degree	0.0 (0)	4.6 (3)	3.1 (2)	7.7 (5)	3.1 (2)
5.	Higher Diploma	0.0 (0)	13.8 (9)	6.2 (4)	6.2 (4)	3.1 (2)
6.	Postgraduate Degree	3.1 (2)	10.8 (7)	6.2 (4)	7.7 (5)	4.6 (3)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	1.5 (1)	3.1 (2)	0.0 (0)	0.0 (0)
2.	1 - 5 years	3.1 (2)	4.6 (3)	1.5 (1)	3.1 (2)	1.5 (1)
3.	5 - 10 years	0.0 (0)	10.8 (7)	4.6 (3)	9.2 (6)	7.7 (5)
4.	10 - 15 years	0.0 (0)	6.2 (4)	4.6 (3)	4.6 (3)	0.0 (0)
5.	15 - 20 years	0.0 (0)	3.1 (2)	1.5 (1)	1.5 (1)	3.1 (2)
6.	Over 20 years	0.0 (0)	12.3 (8)	4.6 (3)	6.2 (4)	1.5 (1)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR- ONGLY	AGREE	DON'T KNOW	DISA- GREE	DISA- GREE STR- ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	1.5 (1)	0.0 (0)	3.1 (2)	0.0 (0)
3.	3	1.5 (1)	3.1 (2)	3.1 (2)	1.5 (1)	0.0 (0)
4.	4	0.0 (0)	10.8 (7)	4.6 (3)	9.2 (6)	0.0 (0)
5.	5	1.5 (1)	7.7 (5)	4.6 (3)	4.6 (3)	3.1 (2)
6.	6	0.0 (0)	9.2 (6)	0.0 (0)	4.6 (3)	4.6 (3)
7.	7	0.0 (0)	4.6 (3)	1.5 (1)	1.5 (1)	0.0 (0)
8.	8	0.0 (0)	1.5 (1)	3.1 (2)	0.0 (0)	4.6 (3)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
11.	11	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	1.5 (1)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	3.1 (2)	26.2 (17)	15.4 (10)	21.5 (14)	7.7 (5)
2.	No	0.0 (0)	12.3 (8)	4.6 (3)	3.1 (2)	6.2 (4)

Table 18 shows the results of crosstabulation between staff viewing appraisal system as being effective and acceptable and the respondents' background.

TABLE 18
(Acceptance - Question 11 and Backgrounds)

11. Overall, I believe that the present applied appraisal system is very effective, sufficient, and practical system, and therefore, it is supported and accepted by most of the staff members.

NO.	BACKGROUND	RESPONDENTS ANSWER: % & (NUM)				
		AGREE STR-ONLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONLY

	AGE					
1.	Less than 20 years	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	20 - 30 years	0.0 (0)	6.2 (4)	6.2 (4)	4.6 (3)	6.2 (4)
3.	30 - 40 years	1.5 (1)	23.1 (15)	7.7 (5)	16.9 (11)	3.1 (2)
4.	Over 40 years	1.5 (1)	7.7 (5)	4.6 (3)	10.8 (7)	0.0 (0)

	SEX					
1.	Male	1.5 (1)	26.2 (17)	13.8 (9)	27.7 (18)	6.2 (4)
2.	Female	1.5 (1)	10.8 (7)	4.6 (3)	4.6 (3)	3.1 (2)

	NATIONALITY					
1.	Bahraini	1.5 (1)	32.3 (21)	18.5 (12)	26.2 (17)	9.2 (6)
2.	Non-Bahraini	1.5 (1)	4.6 (3)	0.0 (0)	6.2 (4)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR-ONGLY	AGREE	DON'T KNOW	DISA-GREE	DISA-GREE STR-ONGLY

	QUALIFICATIONS					
1.	None	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	Below High School	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
3.	High School (Tawjehya)	1.5 (1)	4.6 (3)	7.7 (5)	1.5 (1)	1.5 (1)
4.	Undergraduate Degree	0.0 (0)	9.2 (6)	0.0 (0)	7.7 (5)	1.5 (1)
5.	Higher Diploma	0.0 (0)	7.7 (5)	6.2 (4)	12.3 (8)	3.1 (2)
6.	Postgraduate Degree	0.0 (0)	15.4 (10)	3.1 (2)	10.8 (7)	3.1 (2)

	PERIOD OF EMPLOYMENT IN BATELCO					
1.	Less than 1 year	0.0 (0)	3.1 (2)	1.5 (1)	0.0 (0)	0.0 (0)
2.	1 - 5 years	0.0 (0)	3.1 (2)	1.5 (1)	4.6 (3)	4.6 (3)
3.	5 - 10 years	1.5 (1)	12.3 (8)	6.2 (4)	10.8 (7)	1.5 (1)
4.	10 - 15 years	0.0 (0)	4.6 (3)	1.5 (1)	7.7 (5)	1.5 (1)
5.	15 - 20 years	0.0 (0)	3.1 (2)	1.5 (1)	3.1 (2)	1.5 (1)
6.	Over 20 years	1.5 (1)	10.8 (7)	6.2 (4)	6.2 (4)	0.0 (0)

NO.	BACKGROUND	RESPONDENTS ANSWER: %& (NUM)				
		AGREE STR- ONGLY	AGREE	DON'T KNOW	DISA- GREE	DISA- GREE STR- ONGLY

	GRADE					
1.	1	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
2.	2	0.0 (0)	0.0 (0)	0.0 (0)	4.6 (3)	0.0 (0)
3.	3	0.0 (0)	6.2 (4)	0.0 (0)	3.1 (2)	0.0 (0)
4.	4	0.0 (0)	12.3 (7)	3.1 (2)	9.2 (6)	0.0 (0)
5.	5	0.0 (0)	4.6 (3)	6.2 (4)	4.6 (3)	6.2 (4)
6.	6	1.5 (1)	3.1 (2)	6.2 (4)	6.2 (4)	1.5 (1)
7.	7	0.0 (0)	3.1 (2)	1.5 (1)	3.1 (2)	0.0 (0)
8.	8	0.0 (0)	6.2 (4)	0.0 (0)	1.5 (1)	1.5 (1)
9.	9	0.0 (0)	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)
10.	10	0.0 (0)	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)
11.	11	1.5 (1)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)
12.	12	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)	0.0 (0)

	DO YOU APPRAISE STAFF					
1.	Yes	0.0 (0)	29.2 (19)	16.9 (11)	21.5 (14)	6.2 (4)
2.	No	3.1 (2)	7.7 (5)	1.5 (1)	10.8 (7)	3.1 (2)

CHAPTER 5

RESEARCH FINDINGS: MAIN DISCUSSION

CHAPTER 5: RESEARCH FINDINGS: MAIN DISCUSSION

This chapter will relate the results of the previous chapter with the literature reviewed in Chapter 2, and will look at the correlation within and between the appraisal criteria.

5.1 PERFORMANCE APPRAISAL CRITERIA

The main objective of this study was to investigate the hypothesis that "Batelco's existing performance appraisal system is an effective system" which was tested against the following five performance appraisal criteria of an effective performance appraisal system (as described in Chapter 2):

- 1: There are clear performance standards applied in the appraisal system.
- 2: The appraisal system aims at evaluating staff job related potential and behaviour both subjectively and objectively.
- 3: Results of performance appraisals are used and utilized as an input for various managerial decisions, such as staff training and development.

4: There is openness regarding the appraisal results and continuous and dynamic feedback is present in the appraisal system.

5: The performance appraisal applied is accepted and supported by the staff working in the organization.

The sample's demographic information related to each criteria is given in Appendix 4.

As will be discussed in detail, it was clear that the results/data gathered from the distributed questionnaire support positively the hypothesis stated in this study which states "Batelco's existing performance appraisal system is an effective system."

5.1.1 **STANDARDS CRITERIA**

When asked how far they agree or disagree with the statement that the present appraisal system within Batelco was based upon clear performance standards which were aimed to measure the real and actual performance of Batelco staff members, over half (53.8%) of respondents did agree with it and a further 4.6% agreeing strongly. This result does support the hypothesis that the present Batelco performance appraisal system is effective. This result is also in line with the literature of Anderson

(1992) who states that employees should be appraised against standards and objectives.

Over half (56.9%) the respondents agreed, with another 6.2% agreeing strongly, that as members of the Batelco organization, that they were notified about these performance standards, which were based on the critical elements of the job they did. Again, this result supports the hypothesis that Batelco's appraisal system is effective and also supports the literature that the appraisee know in advance of the appraisal review the basis on which he is to be judged and that performance be based on job-related criteria.

5.1.2 JOB RELATED CRITERIA

Identification of appraisee potential, including their leadership potentiality, is one of the main purposes of performance appraisals. The appraisal should, but often does not, allow for and include the spontaneously creative activities or extraordinary tasks a responsible manager may see needs doing. Appraisal systems should take into account the relationship of the subordinate's job to other jobs.

Subjective job-related criteria used in the performance appraisal system in Batelco was studied by asking the respondents their view of the statement that the present

appraisal system aims at evaluating their leadership potentiality, attitude toward people, and loyalty to the Batelco organization. The majority of respondents agreed with the above statement (53.8%) while a further 3.1% agreeing strongly. This result supports the hypothesis of an effective appraisal system within Batelco.

The respondent's view of the objective job-related criteria was even higher. A large majority (61.5% agreed and 7.7% agreed strongly) that the present system also aimed at evaluating staff members against behaviours, or outcomes such as levels of performance output, level of specific goal(s) attainment, or even number of days absent. Once again, the hypothesis is supported by the results which also supports the literature expressed by Jenks (1991) that levels of performance output and level of specific goal(s) reached must be discussed and agreed and that appraisals must be objective and job-related. It also agrees with Moorhead and Griffin (1989) in their discussion that a good performance appraisal system measures job-related criteria in a valid, reflecting actual employee performance.

5.1.3 **INPUT CRITERIA**

Another important aspect discussed in the literature regarding the effective performance appraisal is the use of appraisal results as inputs for other management

decisions including training and development, personnel planning, reward allocations, and pay increments. The appraisal was differentiated into judgemental and developmental orientationed appraisals. The judgemental appraisals pertaining to provision of reward allocations, promotions, selections, etc, while the developmental appraisals were geared to focusing on future performance improvement, and identifying training and developmental needs.

To test the Batelco performance appraisal system's input criteria, respondents were asked how far they agreed to a couple of statements regarding this topic. The first statement dealt with the judgemental appraisal scheme by stating that the present appraisal system in Batelco serves as a key input for administering a formal organizational reward and punishment system, such as promotion, demotion, lay off, termination, and pay. More respondents agreed (43.1%) than disagreed (33.8%) with this statement. However, it is interesting to note that a much higher number disagreed strongly (9.2%) than agreed strongly (1.5%), thus resulting in a virtually equal total number either agreeing or disagreeing. The overall percentage of respondents who agreed with the statement, however, were fractionally higher than those who disagreed, therefore giving a positive result that does again support the hypothesis of an effective appraisal system within Batelco.

The second statement in the questionnaire dealing with input criteria was concerned with the developmental appraisal scheme. Again, as for the judgemental appraisal scheme statement, respondents were almost equally divided between agreeing (35.4%) and disagreeing (38.5%) with their views that the appraisal results of Batelco's performance appraisal are continuously used and utilized as an important area and basis for further and future employee development and training. Interestingly, exactly equal percentage of respondents agreed strongly (6.2%) and disagreed strongly (also 6.2%). The results do not support the hypothesis that Batelco's existing appraisal system is effective and imply that Batelco performance appraisals are not widely viewed by employees as focusing on future performance and using information resulting from evaluations for performance improvement. The literature discussed developmental orientated performance appraisals as having managers as counsellors, coaches and motivators and showed the importance of performance appraisals as part of a career development system, using appraisal information to map an employee's career path and to use appraisals to ascertain if any training, motivational or organizational problem exists. However, Batelco seems to lack a strong basis in this field.

5.1.4

OPENNESS AND FEEDBACK CRITERIA

Two important performance related criteria closely related are openness and feedback. The appraisal system should have open communication, that is, there should be openness in the appraisal system and how it works. Communicating the results to employees on a continuous basis is an important part of the appraisal process as shown in the literature.

To test if Batelco's appraisal system was open, well communicated one, respondents were asked how far they agreed that within the present system, appraisal results are well known and communicated to them continuously by the appraiser. 53.8% agreed and 6.2% agreed strongly. This indicates that the majority of respondents did feel that Batelco's appraisal agreed with what authors indicates as a good appraisal system and this result supports the hypothesis of an effective performance appraisal system in Batelco.

When asked if they agreed that appeal and review procedures are established within the present appraisal system if they did not like or did not accept their appraisal results, the majority of respondents (43.1%) did agree that there were procedures, and again this result supports the hypothesis.

The literature shows the importance of feedback in a

performance appraisal system. Employees can only improve their own performance if they are given feedback on their own performance. Effective feedback begins with goal agreement and should be continuous activity by mainly giving positive feedback rather than negative feedback.

The feedback criteria was tested with the following statement: the present system provide dynamic and continuous feedback to staff members, since the appraiser points out the strengths and weaknesses of employees in order to improve performance in the future. Again, the majority of respondents (55.4%) agreed and a further 3.1% agreed strongly. This result again supports the hypothesis that Batelco's existing appraisal system is effective.

5.1.5 **ACCEPTANCE**

The final performance criteria dealt with in this study is that of acceptance. Redman and Snape (1992) had stated that acceptance of all concerned parties was a key element in a performance appraisal. Anderson (1992) had added that for the appraisal system to be effective, the appraisees must be given the opportunity to participate in the performance process. The literature stressed the importance of the appraisal system being accepted by the whole organization.

Respondents were tested on their view of the Batelco appraisal system being acceptable by the company. First they were asked how far they agreed that before the actual implementation of the system, staff members were given the opportunity to express their ideas, opinions, attitudes, feelings, and recommendations about the appraisal system in general. Although more agreed (38.5%) than disagreed (24.6%), many more disagreed strongly (13.8%) than agreed strongly (3.1%). Overall, the results support the hypothesis that Batelco's appraisal system is effective.

When asked if overall, they believed that the appraisal system applied in Batelco was a very effective, sufficient, and practical system, and therefore supported and accepted by most of the staff members, the majority disagreed (32.3% disagreed and 9.2% disagreed strongly). This result does not support the hypothesis that Batelco's appraisal system is effective. This result may stem from the fact that from December 1993 staff appraisals rating restrictions were in place whereby all sections have to ensure their average rating is 70%. The majority of respondents noted in the comments of the questionnaire that this restriction limitation is a major problem in the present appraisal system in Batelco.

5.2 CORRELATION OF PERFORMANCE CRITERIA

The correlation matrix of Table 19 shows the correlation between each of the 11 statements present in the questionnaire.

TABLE 19
Intercorrelation between all criteria

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11
S1	--	0.32	0.43	0.32	0.13	0.09	0.36	0.19	0.40	0.23	0.50
S2	--	--	0.26	0.44	0.10	0.25	0.41	-.03	0.07	0.04	0.33
S3	--	--	--	0.23	0.14	0.26	0.39	0.32	0.30	0.18	0.29
S4	--	--	--	--	0.28	0.37	0.18	0.12	0.34	-.05	0.49
S5	--	--	--	--	--	0.31	0.10	0.01	0.13	0.31	0.16
S6	--	--	--	--	--	--	0.24	0.11	0.16	0.04	0.34
S7	--	--	--	--	--	--	--	0.12	0.06	0.19	0.36
S8	--	--	--	--	--	--	--	--	0.15	0.12	0.17
S9	--	--	--	--	--	--	--	--	--	0.10	0.24
S10	--	--	--	--	--	--	--	--	--	--	0.12
S11	--	--	--	--	--	--	--	--	--	--	--

Analysis of Table 19 shows that only one case where there is strong positive correlation (0.50). This is between the standard criteria of the present appraisal system being based on clear performance standards which aims to measure the real and actual performance of staff members, and the acceptance criteria of overall believing that the appraisal system applied in Batelco was a very effective, sufficient, and practical system, and therefore supported

and accepted by most of the staff members. This result indicates that those who believe that the Batelco appraisal system has clear standards and it measures real and actual performance also believe that the system is effective.

Analysing the correlation within each performance criteria, it can be seen that in all cases it is either moderate positive correlation, or only very slight positive correlation. The highest of these intra-criteria correlations is within the standards criteria (0.32) followed closely by the correlation of the input criteria (0.31).

Since the majority of respondents agreed to the questionnaire statements except for input criteria, correlation was performed between question 6 and others (see Appendix 5).

5.3 CONCLUSION OF RESEARCH FINDINGS

Analysis of the research findings reveal that the majority of Batelco staff believe that the Batelco appraisal system has the following positive performance appraisal attributes, which supports the hypothesis of an effective appraisal system in Batelco: it contained clear standards for appraising staff and that they were notified of them; results served as a key input for

administering a formal organizational reward and punishment system; job-related criteria was used effectively; the results served as a key input for administering a formal organizational reward and punishment system; feedback and communication/openness existed; and they were given a chance to express their opinions before actual implementation of the appraisal system.

However, there were many staff who did not feel there was proper use made of appraisal results for training and development and many did not know if review and appeal procedures existed which indicated a lack of communication. All these suggest that while the overall components of the appraisal system in Batelco are effective, the overall system is not a perfect one and could be improved further through improving its training and development procedures and communication.

The conclusions derived from the gathered data after analysis are that overall the results were positive and did support the hypothesis of this study that the present Batelco performance appraisal system is an effective one. The overall results indicate that staff are satisfied with the present appraisal system within Batelco but that there are still areas for improvement.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

The main purpose of the study was to investigate the effectiveness of the existing Batelco performance appraisal system against an appraisal model having some of the important criteria such as clear standards, input, job-relatedness, openness and feedback, and acceptance by staff members. To do this, a questionnaire was designed to collect primary data on the subject area.

This study was limited to the performance appraisal of Batelco using only 10% of Batelco staff. This study is of importance to Batelco to analyse its performance appraisal and seek improvements, and could be expanded in the future to include a greater number of staff in the sample.

6.1 CONCLUSIONS

The overall results of this study were positive and did support the hypothesis of this study that the present appraisal system within Batelco was an effective one. The overall results indicate that staff are satisfied with the present appraisal system within Batelco. The conclusions derived from the gathered data after analysis are that the existing Batelco appraisal system was effective but that there were still areas of improvement possible.

Supporting the hypothesis, the majority of staff believed that Batelco's performance appraisal system did contain clear standards for appraising staff based on real and actual performance and that they were notified of these standards. However, it was noted that there were many staff who did not agree and not all staff were given objectives to achieve during the year.

Many staff were happy with the subjective and even more with the objective job-related factors related to the appraisal process. These did support the hypothesis and indicated that the Batelco appraisal system used the job-related criteria effectively.

Many staff believed that Batelco appraisal system served as a key input for administering a formal organizational reward and punishment system. This did support the hypothesis that the Batelco appraisal system was effective. However, as some staff noted, Batelco uses appraisal results for promotion and pay but not for demotion, lay offs and termination. As an observer, the percentage of annual pay increment to staff based on appraisal results varies from section to section throughout the company, so again, there appears to be a lack of consistency throughout the organization. The use of appraisal results for pay leads to demotivation of some staff while motivating others. Rating the employees' performance for salary review purposes is something very relevant to Batelco.

The majority of staff did not feel that the results of the Batelco appraisal system were continuously used for future employee development and training. This did not support the hypothesis that Batelco's appraisal system was effective, and is an area Batelco needs to improve.

In Batelco's (1983) own view, employees can only improve their own performance if they are given feedback on their own performance should be improved. Although results supported the hypothesis and showed that staff believed feedback and communication/openness existed, there were still many who did not know if appeal procedures were in place. This indicates that there is a lack of communication or dissemination of information especially where appeal procedures are concerned. Furthermore, some respondents commented that they felt if they did not sign their appraisal forms, either there would be a "black mark" against their names in the personnel records, or nothing would happen in the appeal, so they signed anyway to avoid trouble. As Robbins (1982) brought out, initiating corrective action if necessary is an important part of the appraisal process and this is an area in Batelco's appraisal process that needs further improvements.

Supporting the hypothesis, many staff believed that they were given a chance to express their opinions before actual implementation of the appraisal system. However, a fifth of staff did not know. This indicated that there

was a lack of communication in the organization before appraisal system implementation.

The majority of Batelco staff believed that the appraisal system in place was ineffective and not supported and accepted by most staff members. This result did not support the hypothesis or the overall findings of this study.

An effective performance appraisal system is made up on many components. All these components should be effective if the overall system is to be effective. Although the overall results indicate that Batelco is effective in the performance criteria of standards, job-related potential and behaviour, input, and feedback, Batelco must improve its effectiveness in areas of using appraisal results for future employee development and training or in having its appeal procedures known.

Therefore, in conclusion, the hypothesis that "Batelco's existing performance appraisal system is an effective system" was positively supported by the results of this study. However, despite the fact that Batelco's existing appraisal system was found to be effective, it is still not a perfect system and can be improved further by implementing the recommendations detailed below.

6.2

RECOMMENDATIONS

The recommendations derived from the gathered data after analysis to improve Batelco's performance appraisal system further are as follows:

1. Although Batelco does contain clear standards, the organization must ensure that it is applied consistently throughout the company and that all staff should be informed of the standards to be applied within the appraisal process. One of the ways this can be done is by training both appraisers and appraisees about what the standards are and how they can be measured and achieved. The training should include how to set goals, and how to measure real and actual performance of staff.
2. An important aspect of performance appraisals is that clear objectives or goals be set and that the subordinate clearly understand what is expected from him/her. Although objective setting is done for grades 1 to 6, it is absent from appraisals for staff on grade 7 to 12. To improve the grade 7 to 12 performance, they too should be given objectives to achieve in the coming year. Stress should also be placed on the need for mutual setting by appraiser and appraisee as this leads to greater mutual understanding and perceived fairness by the appraisee and will improve his desire to improve subsequent

performance as explained by Baker and Morgan (1984).

3. Batelco needs to ensure that pay increases related to appraisal results are consistently applied throughout the organization if the present performance-related pay scheme remains in place. It is recommended, however, that Batelco move towards team-related incentives, profit-related pay and company share schemes instead as suggested by Hutt (1994).
4. There is a need for management development and training in how to improve the training and development portion of the appraisal system itself.
5. To have better communication where appraisal procedures are concerned, it is recommended that personnel specialists should make such information more readily available to all staff. One suggestion is to have an appraisal procedure booklet given to all staff regarding rules and regulations relating to appraisals and appeal procedures.
6. Since Batelco employs the use of rating restrictions in which each section's average rating has to equal 70%, it is strongly recommended to abolish the use of such restrictions.
7. It is suggested that a survey in Batelco takes place involving all staff of all grades regarding their

view of the present appraisal system and how it can be approved. This should be carried out by the personnel department every year to get a realistic view on the effectiveness of the appraisal system every year and whether it's effectiveness is increasing, decreasing or remaining the same. This research will also be very useful for this purpose.

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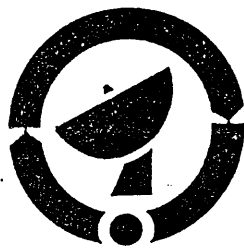
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APPENDICES

**Bahrain
Telecommunications
Company**



**شركة
البحرين للاتصالات السلكية
واللاسلكية**

FORM A

OBJECTIVES SETTING

Please complete this form in accordance with Objectives Setting
Notes for Guidance.

FULL NAME :

Staff No.

Grade:

Period From:

To:

Department/Section:

Present Post:

Date of Appointment to post:

JOB OBJECTIVE

Description
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Appraiser's Comments:

Appraiser's Signature:

Date:

	By Date	Objective Rating	Achieved Rating
	Overall Rating	100%	

Appraisee's Signature:

Date :

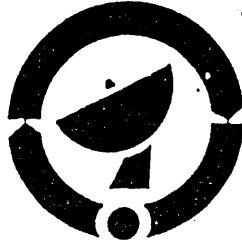
OBJECTIVES REVIEW

COMMENTS	DATE	APPRAISER SIGNATURE	APPRAISEE SIGNATURE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Reviewer's Name & Signature :

Date:

**Bahrain
Telecommunications
Company**



شركة
البحرين للاتصالات السلكية
واللاسلكية

FORM B

PERSONAL ASSESSMENT

Please complete this form in accordance with Performance Assessment :

Notes for Guidance.

Name and Initials:

Staff No.

Grade:

Period From:

To:

Department/Section:

Present Post:

Date of Appointment to post:

No. of days ABSENT in
the last 12 Months

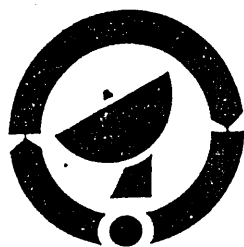
:

PERSONAL ASSESSEMENT

Performance Factor	Definition	Factor Rating	Achieved Rating
Leadership & Delegation	Ability to effectively assign work to others, ability to direct and motivate subordinates to achieve results.		
Knowledge of Work	Degree of knowledge & understanding of all aspects of the job, & closely related jobs.		
Problem Solving	Ability to define problems, identify solutions & take proper course of action.		
Team Work	Ability to work as a member of a team & participate effectively to achieve team targets.		
Communication Skills	Ability to exchange information and directions clearly and concisely.		
Organisation & Planning	Ability to plan ahead, organise & coordinate tasks, and set priorities to meet targets.		
Implementation	Ability to execute action plans, procedures and work programmes within agreed timescale & budget.		
Monitor & Control	Ability to monitor and measure actual performance and take corrective action in case of deviation from plans.		
Judgement	Ability to evaluate/analyse situations and take sound, timely and cost effective decisions.		
Human Relations	Ability to mix, interact and co-operate positively with others.		
Stability & Composure	Ability to cope with pressure and maintain self control during difficult situations.		

Performance Factor	Definition	Factor Rating	Achieved Rating
Commitment & Loyalty	Degree of commitment to the job & willingness to accept additional responsibility, & demonstrate a loyal attitude toward Company interests		
Dependability/Reliability	Self reliance in meeting expectations and targets, handling the work with minimum supervision, achieving good results.		
Creativity	Talent and innovation of original ideas.		
Job attitude	Degree of interest & enthusiasm put into the work.		
Responsibility	Attendance, utilisation of time and adherence to Company Rules and Regulations.		
Safety awareness	Safe work practice & compliance with safety rules & regulations.		
Initiative	Ability or aptitude to originate action toward organisation goals.		
Adaptability	Consider the degree to which this employee demonstrates adjustment to the varying requirements of the job.		
Training & Development	The extent to which he/she identifies potential of subordinates and ensures they are given opportunities for development.		
Appraiser's Signature.....		(a) Total	100
Date		(b) Total x 0.2	20
Appraisee's Signature.....		(c) Total from FORM A X 0.8	
Date		Overall = (b + c)	%
Appriaser Comments:			
Reviewer's Comments:			
Reviewer's Name and Signature Date.....			

Bahrain
Telecommunications
Company



شركة
البحرين للاتصالات السلكية
واللاسلكية

البحرين ٢٠٠٧ ٠٥ ٢٥٨٧ .d
٢٠٠٧ ١٩٩١ ٢٠٢٢٥٠٢٥٠٧
٢٠٠٧ ١٩٩١ ٢٠٢٢٥٠٢٥٠٧
٢٠٠٧ ١٩٩١ ٢٠٢٢٥٠٢٥٠٧

DEVELOPMENT APPRAISAL

FORM C

Please complete this form in accordance with Development Appraisal

Notes for Guidance.

Full Name:.....

Staff No.

Grade

Period : From

To

Department/Section :

Present Post :

Date of Appointment to post :

a. What do you consider to be your main strengths that contribute to your overall performance?	Appraiser's Comments :
b. What do you consider to be your main weaknesses that result in your performance being less than you would wish?	Appraiser's Comments:
c. Are there any specific factors which are, in your view, holding back your performance? If so, what can you do about them?	Appraiser's Comments:
d. What further experience and/or training do you feel would help your future performance and development?	Appraiser's Comments:
e. Any other comments related to your personal development you would like to raise?	Appraiser's Comments:

ACTION PLAN

The Appraiser should try his best to implement the plan within the agreed time frame, but its final execution is largely dependent on operational needs/ constraints and availability of courses and places.

AREAS OF TRAINING NEEDED	A C T I O N	TIME FRAME	HUMAN RES.: COMMENTS

AREAS OF EXPERIENCE/TRAINING NEEDED	A C T I O N	TIME FRAME	APPRAISER'S COMMENTS

Appraiser's Signature: Date:	Reviewer's Comments: Name & Signature : Date:	Human Resources Manager Comments: Signature: Date:
---	---	---

APPENDIX 2



Performance Appraisal
Objectives

FORM A

Please complete this form in accordance with the "Notes for Guidance"	
Full Name:	
Staff No. :	Grade:
Department / Section:	
Present Post:	
Date of Appointment to Post:	
Period From:	To:

OBJECTIVES

Objectives to be achieved	Target level of achievement

Appraiser's Overall Comments

.....

.....

.....

.....

Appraisee's Comments

.....

.....

.....

.....

Objectives Settings

Appraiser's Signature: Code: Date:

Appraiser's Signature: Code: Date:

Reviewer's Comments:

.....

Reviewer's Signature: Code: Date:

ETTINGS

	By Date	Objective Rating	Achieved Rating	REMARKS
Total	100			Overall Rating
			Objective Rating X (X) =	
			Personal Rating X (Y) =	
			Total =	

End of Year Review

Appraiser's Signature: Code: Date:

Appraiser's Signature: Code: Date:

Reviewer's Comments:

Reviewer's Signature: Code: Date:

INTERIM REVIEW

COMMENTS	Review Date	Appraisee's Signature	Appraiser's Signature



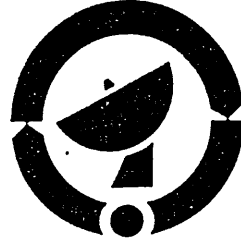
Performance Appraisal
Personal Assessment
And Development

FORM B

Please complete this form in accordance with the "Notes for Guidance"	
Full Name:	
Staff No. :	Grade:
Department / Section:	
Present Post:	
Date of Appointment to Post:	
Period From:	To:
For Personnel Department use only:	
No. of days ABSENT in the last 12 months	U/C M/C Absent:

PERSONAL ASSESSMENT

Performance Factor	Factor Rating	Achieved Rating	COMMENTS
1. KNOWLEDGE OF WORK Degree of understanding of all aspects of the job and closely related jobs. Ability to apply his/her work knowledge independently and with minimum supervision. 2. QUANTITY OF WORK Level of output in meeting work requirements and in getting work done in a timely manner. 3. QUALITY OF WORK Degree of accuracy and neatness of the work performed. 4. COMMUNICATION SKILLS: Ability to exchange information and views clearly and concisely both verbally and in writing. 5. ATTENDANCE/PUNCTUALITY: Degree of adherence to the official working hours and making the best use of available time. 6. ATTITUDE/BEHAVIOUR: Degree of cooperation demonstrated towards superiors, subordinates, colleagues, customers & suppliers. The extent of commitment and enthusiasm towards the job and the promotion of good company image. 7. CREATIVITY/INITIATIVE: Ability to think, suggest, innovate new ideas and initiate action plans for implementation to achieve the corporate goals. 8. TEAM WORK Degree of contribution towards promoting productive work relations and the ability to mix, interact and cooperate effectively with others. 9. MANAGEMENT AND LEADERSHIP: Ability to effectively plan, co-ordinate and control work activities. Analyse, evaluate situations and take sound & timely decisions. Supervise & motivate subordinates and promote team spirit. 10. TRAINING/DEVELOPMENT: Ability to identify subordinates potential, training and development needs. Planning, arranging appropriate programs and encouraging self development activities.			
TOTAL	100%		



DEVELOPMENT APPRAISAL

FORM C

Please complete this form in accordance with Development Appraisal
Notes for Guidance.

Full Name:.....

Staff No. Grade

Period : From To

Department/Section :

Present Post :

Date of Appointment to post :

DEVELOPMENT

1. MAJOR STRENGTHS:

What have been the appraisee's assets and main abilities in present job?
(Cite specific job accomplishments)

.....

.....

.....

.....

2. AREAS NEEDING IMPROVEMENT:

Where did the appraisee exhibit need for improvement? In what specific areas is improvement needed?

.....

.....

.....

.....

3. DEVELOPMENT PLANNING:

What action needs to be taken where improvement is desired?

.....

.....

.....

.....

AREAS OF DEVELOPMENT/TRAINING REQUIRED	ACTIONED BY	DATES (SPECIFY)

1. APPRAISEE'S COMMENTS:

Are you in general in agreement with the present assessment?

Yes ☐

No ☐

Please comment:

.....

.....

.....

Name: Signature:

Date:

2. APPRAISER'S COMMENTS:

.....

.....

.....

.....

Name: Signature:

Date:

3. REVIEWER'S COMMENTS

.....

.....

.....

.....

Name: Signature:

Date:

APPENDIX 3

From: Susan Khonji (DP2)

To:

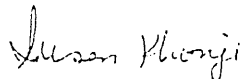
22nd June 1994

QUESTIONNAIRE ON THE PRESENT PERFORMANCE APPRAISAL SYSTEM

As part of my MBA studies at the University of Bahrain, I am involved currently in a research study, aiming to evaluate the present performance appraisal applied in the Batelco organization for possible present and future improvements.

Your quick response to the attached questionnaire would be greatly appreciated. Please return completed questionnaire to me at Network Planning Section, DP2, as soon as possible.

Thank you very much,



Susan Khonji

A) Please tick in the boxes as appropriate:

1. AGE:

☐

LESS THAN 20 YEARS

☐

20 - 30 YEARS

☐

30 - 40 YEARS

☐

OVER 40 YEARS

2. SEX:

☐

MALE

☐

FEMALE

3. NATIONALITY:

☐

BAHRAINI

☐

NON-BAHRAINI

4. QUALIFICATIONS:

☐

NONE

☐

UNDERGRADUATE DEGREE

☐

BELOW HIGH SCHOOL

☐

HIGHER DIPLOMA

☐

HIGH SCHOOL (TAWJEHYA)

☐

POSTGRADUATE DEGREE

5. PERIOD OF EMPLOYMENT INSIDE THE ORGANIZATION:

☐

LESS THAN 1 YEAR

☐

10 - 15 YEARS

☐

1 - 5 YEARS

☐

15 - 20 YEARS

☐

5 - 10 YEARS

☐

OVER 20 YEARS

6. GRADE:

☐

1

☐

4

☐

7

☐

10

☐

2

☐

5

☐

8

☐

11

☐

3

☐

6

☐

9

☐

12

7. DO YOU APPRAISE OTHER STAFF MEMBERS?

☐

YES

☐

NO

B) How far do you agree or disagree with the following statements.
Please tick in the boxes as appropriate:

Statements	Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly
1) The present appraisal system is based on clear performance standards, which aims to measure the real and actual performance of staff members.					
2) As a member of this organization, I was clearly notified about these performance standards, which are based upon the critical elements of the job I do.					
3) The present appraisal system aims to evaluate my leadership potentiality, attitude toward people, and my loyalty to the organization.					
4) The present system also aims to evaluate staff members against behaviours, or outcomes such as levels of performance output, level of specific goal(s) attainment, or even number of days absent.					
5) The present appraisal system serves as a key input for administering a formal organizational reward and punishment system, such as promotion, demotion, lay off, termination, pay, ..., etc.					
6) Appraisal results are continuously used and utilized as an important area and basis for further and future employee development and training.					

Statements	Agree Strongly	Agree	Don't Know	Disagree	Disagree Strongly
7) Within the present system, appraisal results are well known and communicated to me continuously by the appraiser.					
8) If I didn't like or accept my appraisal results, appeal and review procedures are established within the present appraisal system.					
9) The present system provide dynamic and continuous feedback to staff members, since the appraiser points out the strengths and weaknesses of employees, in order to improve performance in the future.					
10) Before the actual implementation of the system, staff members were given the chance to express their ideas, opinions, attitudes, feelings and recommendations about the appraisal system in general.					
11) Overall, I believe that the present applied appraisal system is very effective, sufficient, and practical system, and therefore, it is supported and accepted by most of the staff members.					

C) If you have any comment or recommendations regarding the present applied appraisal system inside the organization, please state them below:

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

Thank you very much.

SAMPLE DEMOGRAPHICS AND THEIR RESPONSES

Looking at the relationship between respondents' views that the present appraisal system within Batelco was based upon clear performance standards which were aimed to measure the real and actual performance of Batelco staff members, it becomes apparent that of the 53.8% who agreed to the statement, the respondents were mainly between the ages of 30 to 40 years (26.2%), male (44.6%), Bahraini (47.7%) from a wide variety of qualifications and grades having been in Batelco 5 to 10 years (15.4%) or over 20 years (16.9%). The majority, (46.2%), did appraise others.

Looking at the background of respondents of the 56.9% who agreed that as members of the Batelco organization, that they were notified about these performance standards, which were based on the critical elements of the job they did, the respondents were again mainly between the ages of 30 to 40 years (35.4%), male (43.1%), Bahraini (49.2%), holding a postgraduate degree (26.2%), from various grades having been in Batelco 5 to 10 years (20.0%) and appraise staff (44.6%).

The respondents who agreed (53.8%) that the present appraisal system aims at evaluating their leadership

potentiality, attitude toward people, and loyalty to the Batelco organization were mainly from the following background: between the ages of 30 and 40 (23.1%), male (40.0%), Bahraini (47.7%), holding higher diplomas (18.5%), from grades 4 and 5 (13.8% each), having been in Batelco 5 to 10 years (13.8%) and appraise staff (44.6%). Of the 27.7% who disagreed, 24.6% of male respondents between the age of 30 and 40 years old (18.2%).

The respondents who agreed (61.5%) that the present system also aimed at evaluating staff members against behaviours, or outcomes such as levels of performance output, level of specific goal(s) attainment, or even number of days absent were mainly from the following background: 47.7% males, 13.8% female, Bahraini (50.8%), between the ages of 30 and 40 years old (32.3%), holding postgraduate degrees (23.1%), having been in Batelco 5 to 10 years (23.1%) and over 20 years (15.4%), from various grades but more from grade 4 (16.9%) and the majority appraise other staff (50.8%).

The profile of respondents who agreed that the present appraisal system in Batelco serves as a key input for administering a formal organizational reward and punishment system, such as promotion, demotion, lay off, termination, and pay are as follows: 30 to 40 years old (26.2%), male (33.8%), Bahraini (35.4%), having various qualifications, from different grades and years of

employment in Batelco, and 33.8% of them appraised other staff. Of those who disagreed, 30 to 40 years old (20.0%), male (23.1%), Bahraini (33.8%), and 21.5% of them appraised other staff. The majority of males agreed or agreed strongly, however, the majority of females disagreed or disagreed strongly.

Of the 30 to 40 year olds, more disagreed (21.5%) than agreed (18.5%) that the appraisal results of Batelco's performance appraisal are continuously used and utilized as an important area and basis for further and future employee development and training. More males disagreed (30.8%) than agreed (27.7%), but exactly the same number of females agreed and disagreed (7.7%). More Bahrainis (32.3%) agreed than disagreed (29.2%) but more non-Bahrainis disagreed (9.2%) than agreed (3.1%). The majority of respondents with high school (Tawjehya) or lower qualification agreed or agreed strongly, but those with undergraduate degrees or higher were in the minority as many of them disagreed or disagreed strongly. Those who agreed were also mainly grade 6 (10.8%), having worked 5 to 10 years in Batelco (15.4%), and appraise other staff (27.7%) while those who disagreed were also mainly grade 4 (13.8%), having worked 5 to 10 years in Batelco (10.8%), and appraise other staff (29.2%).

The majority of respondents who disagreed that Batelco's appraisal system was open, well communicated one, respondents were asked how far they agreed that within

the present system, appraisal results are well known and communicated to them continuously by the appraiser were male (24.6%), Bahraini (21.5%) and more of the non-Bahrainis disagreed to some extent. Of those who did agree, they came from all age groups, especially the 30 to 40 year olds (26.2%), all were Bahraini (53.8%) either working for Batelco for between 5 to 10 years or over 20 years (16.9% each) and appraising other staff (44.6%). In all ranges of qualification levels, the majority either agreed or agreed strongly.

Of those who did not know if appeal and review procedures are established within the present appraisal system if they did not like or did not accept their appraisal results, many of them were male (18.5%), Bahraini (21.5%) who appraised others (18.5%). Of those who agreed, many were between 30 and 40 years old (23.1%), male (32.3%) and female (10.8%), Bahraini (38.5%), all having high school (Tawjehya) or higher qualifications, and being in Batelco 5 to 10 years (18.5%) or over 20 years (9.2%) and appraised others (30.8%). Those who disagreed were mainly between 30 and 40 years old (15.4%), male (21.5%), Bahraini (23.1%), and appraised others (20.0%). Also the majority of those who had been with the company 15 years or more disagreed.

Respondents who agreed that the present system provide dynamic and continuous feedback to staff members, since the appraiser points out the strengths and weaknesses of

employees in order to improve performance in the future, were mainly between 30 and 40 years old (29.2%), male (43.1%) and female (12.3%), Bahraini (47.7%), mostly having Higher Diploma or Postgraduate Degrees (18.5% each), and being in Batelco 5 to 10 years (18.5%), 10 to 15 years (12.8%) or over 20 years (13.8%) grades 4 to 6, and appraised others (47.7%).

When respondents were tested on their view of the Batelco appraisal system being acceptable by the company, we see that 30.8% males agreed while 20.0% disagreed, 35.4% of Bahrainis agreed compared to 23.1% who disagreed, and of those who appraised other staff: 26.2% agreed, 15.4% did not know, and 21.5% disagreed.

Respondents who agreed that the appraisal system applied in Batelco was a very effective, sufficient, and practical system, and therefore supported and accepted by most of the staff members were mainly between 30 and 40 years old (23.1%), male (26.2%) and female (10.8%), Bahraini (32.3%), many having Postgraduate Degree (15.4%), and they appraise others (29.2%). Respondents who disagreed were mainly between 30 and 40 years old (26.9%), male (27.7%), Bahraini (26.2%), and they appraise others (21.5%). Those who answered that they did not know were mainly males (13.8%), all Bahraini (18.5%), who appraised others (16.9%).

CORRELATION BETWEEN QUESTION 6 AND ALL OTHERS

The majority of respondents agreed to the questionnaire statements except for input criteria, correlation was performed between question 6 and others and is shown in the table below:

Correlation between question 6 and all
others in Section B of the questionnaire

	S1	S2	S3	S4	S5	S7	S8	S9	S10	S11
S6	0.09	0.25	0.26	0.37	0.30	0.24	0.11	0.16	0.04	0.34

Analysing the correlation within each performance criteria, it can be seen that in all cases it is either moderate positive correlation, or only very slight positive correlation. The highest of these correlations occurs with objective job related criteria (0.37) (statement 4) followed closely by the correlation of the acceptance criteria (0.34) (statement 11).