

Dissertation - Project

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**Managing Performance: Exploring
the transition from Appraisal to
Performance Management System -
The case of the Ministry of Health
Bahrain**

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Glossary of Terms:

Abbreviations used in this Dissertation are as follows:

MOH: Ministry of Health – in Bahrain

AAS : Annual Appraisal System

PMS : Performance Management System

CSB: Civil Service Bureau

DT : Director of Training

HTD : Head of Training and Development

DEM : Director of Engineering and Maintenance

PMSP: Performance Management Specialist

HMCP: Head of Manpower Control and Planning

HCEN: Head Continued Education Nursing

CES : Continued Education Specialist

AQAS: Senior Quality Assurance Specialist

SIM : Supervisor Inventory Management

SNI : Senior Nurse Instructor

CHCP : Coordinator HealthCare Primary

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Synopsis

This research aimed to examine and evaluate the perceptions and opinions of the Ministry of Health in Bahrain (MOH) a selective number of employees in respect to Performance Management System (PMS) procedures and handling. The objective was to establish if PMS had contributed to improving the performance of both individuals and the organization and also to briefly highlight the main difference between the PMS and traditional annual performance appraisal system (AAS). To achieve this effectively, the researcher categorized the sample members into two categories, broadly defined as ‘managers and employees’. It was essential to seek two different opinions so that to ensure that the research covers all segments of the workforce and avoid being trapped into bias or single-sided opinions.

Primarily, the data were obtained through formal interviews with the managers and close-ended descriptive questionnaires designed to focus on the key elements of the PMS involving both categories, the manager and the employees. The questionnaires were distributed to twenty one managers and twenty five employees representing three different directorates. The data were presented in tables and graph formats and then analyzed mathematically to reflect a percentage of each segment.

In general, the research indicates that there has been some improvement in those directorates where PMS has practically been implemented. This was obvious from the data collected and the respondents answers. The findings also revealed that there was a notable difference between the two systems where PMS was thought to be much better in terms of improving performance, interpersonal relationship, and career development from both managers and employees perspectives.

Managers

The findings of this part generally, show that (80%) of the managers were satisfied with the PMS in its current form. 73% seemed to be in the opinion that the future of the PMS range from good to very good, provided that the objectives were clearly clarified, active participation were facilitated and staff were kept continuously informed of changes or developments. It is also possible to say that the vast majority of the managers (86%) were commonly convinced that PMS has effectively established tangible benefits such as improvement of individual and organizational performance, accuracy of job descriptions and narrowing the gaps between the employees and their managers and finally helped to create an amicable work atmosphere. However, 62% of the managers experienced difficulties originated from organization's rule and procedures, staff and management during the implementation of the PMS.

The results of the research showed that only small number of managers appeared to be familiar of the PMS aspects and its ultimate objectives, the majority, however, seemed to be aware of only some aspects of the PMS such as the setting up of goals and frequency of meetings.

Interviews

It is understand from the informants' responses that the PMS is still in its rudimentary stage although one directorate (the directorate of Training) claimed that the PMS was established some three or four years ago. In general, the findings revealed some good thoughtful insights about the PMS, the majority covered the topic area in a prominent manner, however, the emphasis was focused only on few elements of the PMS. These were broadly defined as: continuous training and development, frequency of formal and informal meetings and setting up general and specific work standards.

Employees

The data analysis of this part demonstrates some interesting but conflicting answers. In one hand 84% of the employees considered the PMS as very effective and 81.5% expressed their satisfaction with the system and declared that they gained valuable benefits which were ranging from having access to different training courses to the identification of their specific and general goals. While (84%) went a bit further to confirm that PMS gave them a great deal of autonomy, 79% claimed that PMS helped them recognize their weakness, and 83% were in the opinion that PMS helped review their job description, and improved their relationship with managers. On the other hand, only 14 out of 24 employees found the difference between the PMS and AAS was significant. This clearly conflicts with their answers in the earlier questions.

In a nutshell, analyzing these comments carefully it seemed that despite this discrepancy the majority of respondents in this part of the research pretended to have a relatively reasonable knowledge about the two systems, and could notably distinguish the key areas of variance. However, it appeared that some answers were to a large extent influenced by the questionnaires, this in itself questions the validity of their answers. Some respondents in contrast appeared to be confused and their answers were not clear, while others clearly criticized both systems without indicating any valid reasons.

Interestingly, both categories of sample members come into view strongly that the PMS could not be implemented successfully organization-wide unless there was a firm support and commitment from top management, and some added that the Civil Service Bureau (CSB) was very essential factor for the PMS success.

Chapter 1

INTRODUCTION

1.1 Performance Management System

The researcher sees that it is essential to begin the chapter with identification of the various definitions of the Performance Management System (PMS) from different writers' point of view, in order to arrive at a clear picture of the concept of PMS.

Similar to many presumably well-known terms in management, but performance management has a diversity of meanings and has been used to describe just about any Personnel and Development (P&D) initiatives.

In the eyes of many writers PMS is seen or consider as a system which “translates the goals of strategic management into individual performance” (Anderson and Evenden, 1993, p. 248). “PMS enables the achievement of optimum results through the effective organization of work” (Fowler, 1990a; Walters, 1995, x). “ PMS is a framework in which performance by individuals can be directed, monitored and redefined” (Mabey and Salaman, 1995, p. 189).

Managing performance has however been depicted as a continuous process in which “organisations clarify the level of performance required to meet their strategic objectives, convert them into unit and individual objectives and manage them continually (so) that they remain relevant and consistent with overall strategic objectives” (Lockett, 1992, p. 14).

“ Performance management is driven by vision, corporate and business strategy of the organization. The first essential, is that top management produces and communicates a powerful and cohering vision of the organization, and ensures that goals and strategies to achieve it are relevant and understood by all employees” (Harrison, 1997, p. 223).

1.2 Why Performance Management System

The initial thought of this research is derived from a personal interest of the researcher, which is also encouraged and supported by employing organization.

The term “PMS” is not a new terminology to me, I came across it for the first time in late 1994 during a short management training course in MOH. Few months later a Bahrainisation (localisation) programme commenced and I was selected as well as ten other trainees to replace eleven expatriate employees. During this take over period, the Directorate of training as one of sponsor of the Bahrainisation programme, introduced the so-called PMS which involved coaching, monitoring, directing, arranging for frequent meeting and giving feedback.

The notion of performance management concept struck me very strongly and I realised that I will have to practice the PMS on my own upon the completion of the localisation programme, because the plan was that I replace a senior expatriate and head the section. I therefore begun my journey in searching for information and relevant literature to help me increase my awareness of the subject, however, due to the scarcity of the available resources on PMS and probably my ignorance of where about these literatures are, I was unable to obtain a consistent level of knowledge.

The term “PMS” became more clear to me when I was transferred to the Directorate of Training where the PMS was fully implemented throughout the directorate since 1995. Being head of one the sections within this directorate I had to practice the PMS from our perspectives. This is where I started to think about it thoroughly and to share ideas and views with other people so that to find out more, see their perceptions and understanding and exchange knowledge, I must admit that my skills and knowledge have to some extent increased, but not to the level that I would have liked it to be.

Having read about it through various academic writers, business people and institutes publications, I now appreciate its thoroughness, and complexity. Based on the above facts the researcher extracted the interest in PMS and thus decided to conduct this research.

1.3 The Objective of the research

The current performance measurement system in place at MOH apparently falls short of providing the organization with clear and complete performance assessment practices that both employees and managers can understand and interpret. Hence the organization takes a proactive measures towards its employees and listen to what they believe as an important matters affecting their employability, career progression, growth and continuous development. One of the best ways to do this was by tackling people's feeling, opinions, and perceptions through interviews and questionnaires.

This research aims to measure and evaluate the effectiveness in terms of identifying the elements used to increase the performance of both employees and organization, and the efficiency in terms of PMS applicability to all professions in the MOH. The PMS is currently being practiced in three directorates within MOH. In order to address the PMS effectively, it was vitally important to include the employees' opinions, and not to confine the study only on the managers who maybe bias and could mislead the results.

Since this research is the first of its kind to be conducted on PMS in MOH, the results if proved successful, could be used as an evident to persuade other directorates to try implementing the PMS on trial basis.

It was assumed that, if the research could successfully identify the major differences between the presently used performance appraisal and the proposed PMS, it could be treated as a valuable piece of work that top management can use to generalise the PMS throughout MOH.

In general the research also aims to cover the follows:

- To examine the perceptions/understandings of PMS from employees and mangers point of views.
- Identify weaknesses or problem areas and avoid repeating them in the future.
- To find out how successful PMS is in those directorates that are implementing it.
- To know if PMS contributed in increasing the performance of employees and hence the organization.

1.4 The Research Framework

In order to achieve the planned objectives of this research and transform them into a tangible and live data, the researcher considered some essential methodological issues. These selected methodological issues shall be reviewed in more detail in chapter four, nonetheless, a brief overview will be covered in this subsection.

The structure of this research methodology was mainly based on the work of Gill and Johnson (1997), however, some other writers opinions were used too. In short, the research may be described as a descriptive survey.

The hypothesis of the research is that “ Performance management is a systematic process that is quite different from the typical organisation’s use of semi-annual or yearly performance appraisal forms to provide feedback to employees”. (Benjamin and Penland 1995)

Figure 1.1 Difference in approach between PMS and PA.

Difference in Approach	
Performance Management	Most Performance Appraisals
Future/improvement oriented	Past/evaluation oriented
Job-based	Personal-based
Participative	Authoritarian
Continual	One-shot, final
Objective/related to goals	Subjective
Employee/supervisor	Employee responsible for own
Organization arrange resources for improvement	Improvement
Individual performance reference	Group reference

Source: Benjamin, S. and Penland, T. 1995, p.23

The examination of different models of performance management will enable the researcher to; firstly, classify the available models and secondly, develop a framework for comparing these models with MOH PMS model in an attempt to make explicit the major benefits of the PMS to top management in MOH.

The final test and/or challenge, of course, is analysing organisational performance to find out if the improvements can be attributed to the performance management system where this could be represented by a number of integrated or semi-integrated elements/mechanism. What complicates matters further, is that the way in which a PMS is managed could have a significant impact on its effectiveness. In some occasions it may be hard to establish a direct link, but more detailed assessments with managers and employees on the impact of the process may disclose specific areas in which performance has been improved which could be connected to an overall performance measure.

1.5 Summary of the Research

The research intends to investigate the PMS in its various applications in MOH through two distinct questionnaires designed for employees and managers in a semi-structured descriptive manner and semi-structured interviews. The questionnaire designed for managers consisted of 15 closed questions and the one designed for employees composed 14 closed questions and 1 open-ended question both were structured carefully in order to avoid sensitive wordings and directed towards the personal feelings, and/or opinions of the two categories of the workforce. One intention of these questionnaires is to draw a conclusion of the type of the relationship between the PMS and the productivity of individuals at the MOH too.

Employees and managers opinions were explored independently in order to receive a genuine results from both without prejudice. The employees in particular were given a chance to express their feeling about the PMS as well as the old performance appraisal and compare the differences.

There are only three directorates who were implementing the PMS within MOH which consequently mean that the number of respondents would be very limited, however, twenty one (21) managers and twenty four (24) employees participated in the research. The response rate on the part of managers was 84% per cent, while it was 80% pre cent on the part of employees. From the researcher's point of view the validity of this research would have been much greater had PMS been implemented on a larger scale across the board in MOH.

1.6 Outline of the Structure of the Dissertation

This study comprise six chapters as follows:

Chapter one discusses the introduction to subject areas such as definition of PMS, the motive, objectives, research framework and summary of the research. Chapter two will cover the Ministry of Health – Bahrain background, organisational structure and reasoning for selecting MOH for this research. Chapter three reviews literature consistent to the research. It discusses and/or examine the models of PMS, Its purpose, background/cultural context, principle, process, activities, cycles, problems, implications and expectations of people, as well as the 360-degree feedback and monitoring and evaluation of PMS.

Chapter four discusses the methodologies of research available and justifies the selected research methodology. The work of this research is weighed as a deductive, analytic and quantitative in nature, taking into account the objective of the research which examines an established hypothesis. The steps of identifying variables, sampling, data collection, interviews method and data interpretation are well covered and discussed in detail.

Chapter five presents the results and data analysis of the research based on the selected research methodology. Mathematical calculations were used to integrate the findings and workout valuable conclusion.

Chapter six summaries the findings and formulate a conclusion by integrating the findings of the research with literature review. This chapter also focuses on identifying the limitations, the shortcomings and reflection of the research as well as the researcher.

Chapter 2

MOH BACKGROUND

2.1 MOH Background

The Ministry of health is one of the important services Ministries in Bahrain. MOH employs approximately over six thousands employees in various professions. MOH prime objective is to provide health/patient care for all Bahraini population as well as the expatriates living in the country. MOH provide comprehensive primary, secondary and tertiary health care to all residents in Bahrain. The technical and financial responsibility and coverage for maintaining such a service is supported mainly by the government of Bahrain, with participation of the private sectors and the community.

The MOH, as the main provider for health care uses the following comprehensive programs:

- Primary and preventative Health Care Services through a network of primary health care centres (19 health centres and two clinics, situated in several geographical areas of the country) and the Public Health Directorate.
- Secondary and Tertiary Health Care Services through Salmaniya Medical Centre, the Psychiatric Hospital, Geriatric Hospital, five Maternity Hospitals and a Cardiac Centre.
- The MOH provides preventive services through the Public Health Directorate.

MOH has made noticeable progress in the last forty years in improving the health care status. This is clearly demonstrated by the increase in life expectancy from 51 years in the late 1950s to nearly over 72 years in 1996. Statistics indicate that 100% per cent of the population is covered by primary health care services and have easy access to these services. MOH is constantly working towards improving the health status of the people of Bahrain, so that every one can take pleasure from physical, and social well being in order to live a healthy and productive life.

MOH has several collaboration agreements with European and other countries in health related and support areas. World health Organization has very close and strong links with MOH and often WHO use MOH as a model and/or as an examination centre.

2.2 MOH Organizational Structure

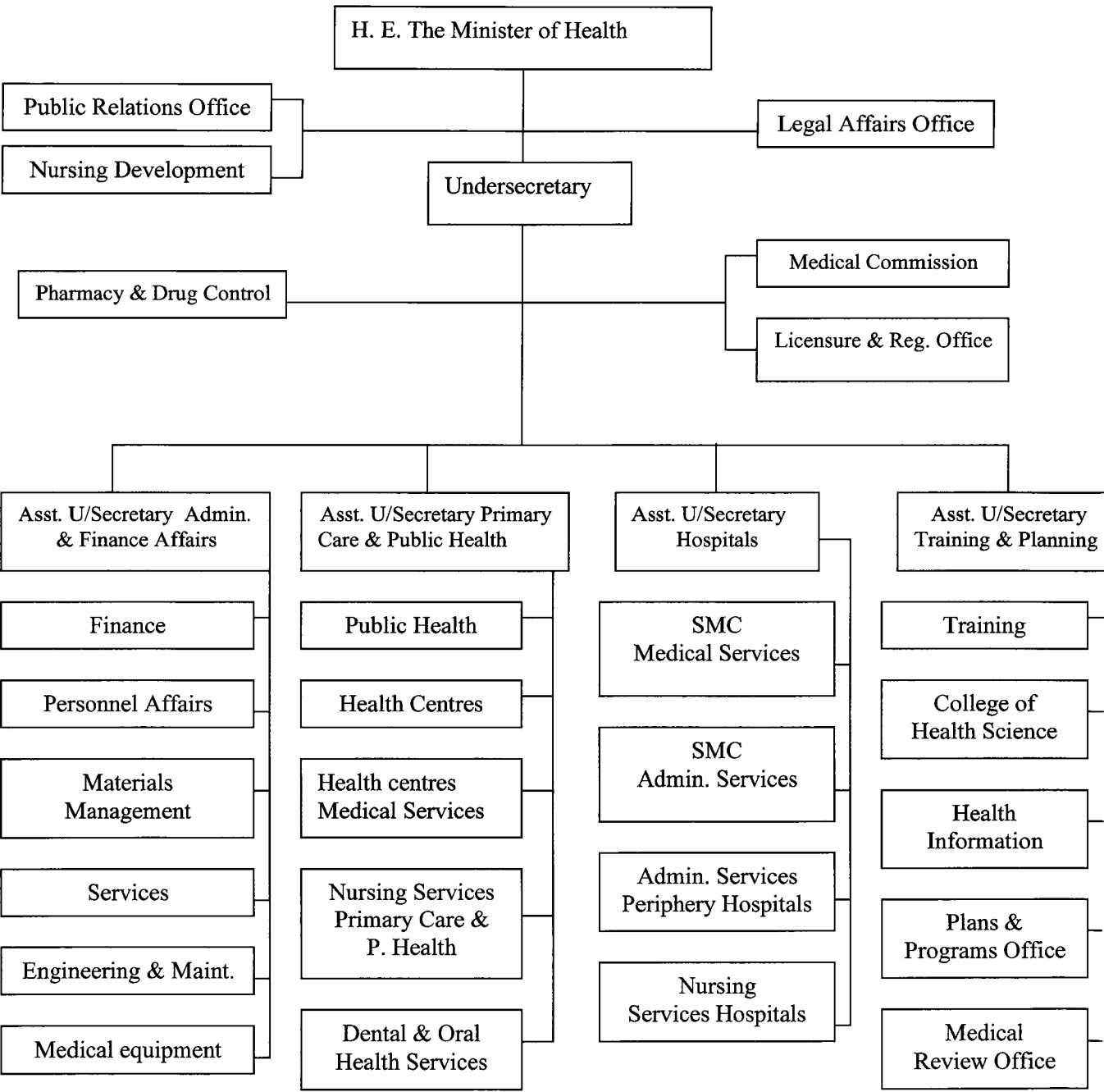


Figure 2.1 The Ministry of Health Organizational Structure.

2.3 MOH Health For All Strategy

One of MOH major strategies is to achieve the mission of “health for all by year 2000” therefore MOH is exerting tremendous efforts to attaining this mission. Additionally, significant progress has been made towards achieving the “Health For All” targets which were set by the World Health Organization (WHO).

MOH aims to ensure that Bahrain meets all “health for all” targets by the year 2000, and also to establish criteria by which further progress can be tracked, identify what actions are necessary and monitor the progress. MOH has put in place strategy to achieve this target through;

- Consolidating and improving the collection and analysis of information about mortality and morbidity to enable assessment and international comparison, and
- Establish intersectoral participation by all bodies and agencies within the country.

To ensure that the message of health for all by year 2000 reaches all people including the young generations in Bahrain, primary school children sing to promote “Health For All By the Year 2000”. The event was organized to transmit the message to school children about the planned Health for All initiatives and what it involves.

2.4 MOH Human Resource Strategy

MOH give the HR strategy top priority and constantly ensures that as many Bahrainis (locals) as possible are trained and willing to work in the health sector so that it becomes less dependent on expatriate expertise. MOH has had success in encouraging Bahraini female doctors as well as in some different allied health specialization.

MOH had been and still supporting the training function and recognizes the need for continuous training and development of its employees in order to achieve its targets and meet the requirements of new technology in the health fields. It also maintains a human resource development program on an annual basis which specify and prioritize training needs for the entire Ministry, which is supported and approved by H. E. the Minister of Health.

As part of its human resource strategy, MOH has implemented the Performance Management System (PMS) in three of its directorates on a trial basis to examine its applicability before attempting to generalize it on all directorates should it prove its success. Being a member of one of the directorates (Directorate of Training) currently implementing the PMS and as a user of PMS the researcher found a tremendous improvement on the part of the employees' performance and relationships as well as minimizing the problems. Of course, the MOH PMS model may look different to those in Europe for example, simply because it was tailor-made to suit the culture and work environment of our society.

2.5 Why MOH?

The reasons the researcher chose MOH to conduct this research fall under many folds:

- Personal interest and eagerness to develop, modify or change the current performance appraisal system was one of the main reasons behind choosing MOH for this research.
- Being employed by MOH it was easier for the researcher to get access to all directorates in MOH for the purpose of distributing the questionnaires and ensuring that they be completed and handed over without delays.
- It was easier and more convenient to arrange and conduct interviews with most of MOH respective management figures, in the knowledge that the interviewees would reflect their exact feeling and opinions.
- PMS is practically implemented in nearly two directorates in MOH, which assisted the researcher in this empirical research.
- The encouragement of the management to conduct this research in order to explore the perceptions of people of PMS in general and their willingness to improve the PMS in their directorates in particular.
- Use the results of this research to encourage other directors to try implementing PMS in their directorates and monitor progress at later stage.
- To examine if MOH PMS model fits in with the Bahraini culture. (please refer to chapter 3 for further details on cultural impacts on PMS)
- Finally, the researcher's personal interest in improving the notion of managing performance throughout MOH in general and in the Directorate of Training in specific.

Chapter 3
LITERATURE REVIEW

3.1 Introduction

Performance Management activities have become more prominent in the recent years as a mean of providing a flexible integrated and continuous approach to the management of performance as opposed to the previous performance appraisal schemes which were more isolated, and little more than inadequate merit rating systems. Performance management's main principle is based on management by agreement and/or contract instead of management by command or orders. PMS is known to be emphasizing the development and the integration of self-managed learning plans, in addition to the integration of individual and corporate (organizational) objectives.

As a matter of fact, PMS can play a unique role in providing for an integrated and coherent range of personnel processes that are mutually supportive and also contribute as a whole to improving the effectiveness of organizations.

At a conceptual level PMSs can be understood as a more sophisticated approach to the control of performance and the management of employees in general, based on one or several integrated performance “inducing” instruments.

The objectives of this chapter, therefore are to cover and discuss the following headings from various writers' point of views and then compare them to the findings of this research.

- The Nature of PMS
- The Definition/Concept of PMS
- The Characteristics of PMS
- The Objectives of PMS
- The Principles of PMS
- The process of PMS
- The Problems of PMS
- The Feedback/Communication
- The Culture Dimensions
- The Introduction/Implementation of PMS.

3.2 What is Performance Management?

The term and meaning of 'performance management' is being interpreted differently by many different people, and especially at our part of the world (Bahrain). The researcher feels that it is essential at this very stage to explore the different meanings from different writers point of view in order to arrive at a solid foundation in respect to understanding the PMS concept.

According to the Oxford English Dictionary, the term 'performance' means: execution, carrying out, and doing. Simultaneously, 'management' is identified as: administration of business concerns or public undertakings e.g. getting things done through others.

Similarly, Lawson (1997) acknowledges that performance management is about the arrangements organisations use to get the right things done successfully. Lockett (1992) on the other hand, comments that management of performance is to the key task for organisations and individuals today. In his view the critical factor for the organization is to be able to compete in today's unstable market. According to him it is important not only, to manage the performance of employees but maintaining it in the unpredictable changing business environment. As a results of his studies of PMS, Lockett (ibid.) concludes that "performance management should consider not only the people within the organization but their interaction with each other and the technical parts of their organization." In short, this encourages the team spirit and that the organization should be treated as a whole, rather than individual segments.

The Japanese practice performance management in a slightly different way, in addition to the normal performance reviews, they tend to visualize the performance through pictorial display i.e. using diagrams and/or graphical presentations to display performance achieved for every section. Achievements are measured against quality, cost, volume and people, the performance is displayed on a board next to the workplace which is maintained by the team and the performance is available for every member, the manager and all visitors Wickens (1995). Although the researcher believes this could be culture driven, the success or failure of this unique of PMS approach is unknown and yet to be proved. Wickens and many of his colleagues emphasize that linking individual performance with the overall business performance should be maintained throughout the year, and not to be treated as a one day job in the year.

PMS in the eyes of Armstrong (1992) is a powerful tool for measuring human performance, “introducing systems which clarify objectives at all levels in the organization and measure performance against those objectives, in order to agree improvement and development plans”. It can be noted from this statement that the PMS is an ideal system for performance measurement and improvement and development of individual and organization.

In his article in the Training and development, in April 1990, Dr. Trevor Bentley suggested that in order to create a fully integrated PMS, it should focus on and address three key elements:

- Management’s needs for human abilities necessary to perform the work of the organization.
- The individual’s needs for personal growth and development.
- Training management’s requirement for identifying and meeting the corporate and individual needs.

He maintains that it is essential for the organization to be fully aware of its needs for human abilities and the impact that future developments will or could have. According to him there is three types of information that must be constantly sustained so that corporate strategies can take full account of the human factor:

- The jobs that need to be done at the present time, and the human abilities required to do them to the determined performance level;
- Anticipated changes to the job structure, and the impact this will have on the needs for human abilities, and
- The extent of the present human abilities available within the organization.

It is obvious that this PMS model is concentrating to a large extent on the training and development element, this is very clear from the writer’s quotation.

“The ability to meet corporate and individual needs will require a training resource that can respond to both the organization’s and the individuals needs in a cost effective way” (ibid. p24)

3.3 The PMS Definition and Concept

Going through the available literature to search for one unified definition seems endless. It appears that there is no agreed definition of the PMS. In a general sense, the term refers to any integrated, systematic approach to improving organizational performance in order to achieve an organization's strategic objectives and also promote its mission and values. It is argued that benefits may include: direct improvements in performance, communications and capability; the effective utilization and deployment of employees.

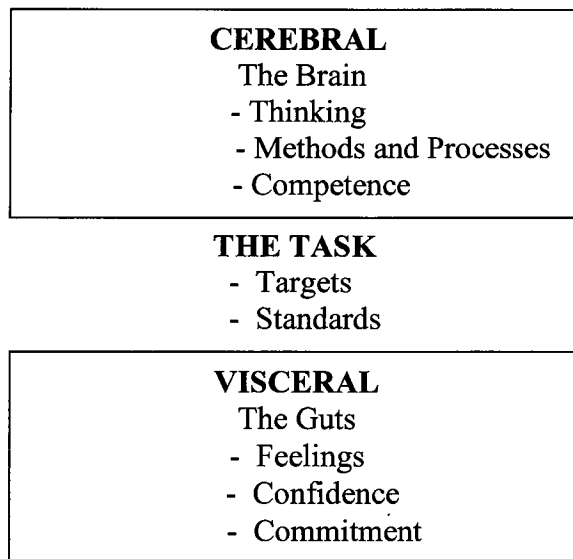
There is no single universally accepted definition of performance management (Fletcher 1993), in the writer's opinion the following statement may describe it reasonably well:

"The approach has been to construe performance management in an holistic sense; within the context of business planning and strategy. Individual objectives are dealt with as part of the objectives of the organization as a whole. Managers are encouraged to coach, counsel and train people to improve their performance. Appraisal is seen as a continuing, year round dialogue, and pay is recognized as only part of the process." (Neale et al 1993: 2).

The performance management concept emerged popularly in the last decade where some of the large organizations started implementing it within a framework known as "Performance Management System" or "PMS" (examples might include ICL in Neale (ED) 1993 and Local Government in Boyce and Lowson 1990). Since then writers have been developing different PMS frameworks and emphasizing critically on making PMS flexible and can be tailor-made to fit in within the different needs of different organizations (e.g. Lockett 1992, Armstrong 1994, and Neale (ED) 1993).

According to Lockett (1992), perhaps the most critical factors of performance management is the commitment of employees to achieve tasks. Through the below figure 3.1 Lockett defines the performance management tasks as a "Performance Sandwich":

Figure 3.1 The performance “Sandwich” Lockett (1992: 22)



The first slice of the model deals with “how” to do things in order to achieve tasks through thinking, appropriate methods and processes and proficiency.

“ The second slice relates to the feelings that people have about the job particularly in relation to their confidence and commitment. Without these, no amount of target setting and effective appraisal will achieve the tasks.” (Lockett 1992: 22).

The third slice “Guts” aspect of the performance sandwich model will possibly demonstrate that despite the attention paid to achieving performance, if the organization is not careful to the effects of how organizational changes are actually influencing the commitment of employees (especially the psychological contract which crucial element) the spirit of the performance management will be undermined and hence will defeat its purpose. In this case the “new psychological contract” possessed by employees plays a significant role and therefore should be monitored constantly.

Torrington and Hall (1995) note that similar to the appraisal systems, some PMSs will be development-driven and some will be reward-driven. Figure 3.2 shows a typical system, including both development and reward aspects, the main stages of which are as follows.

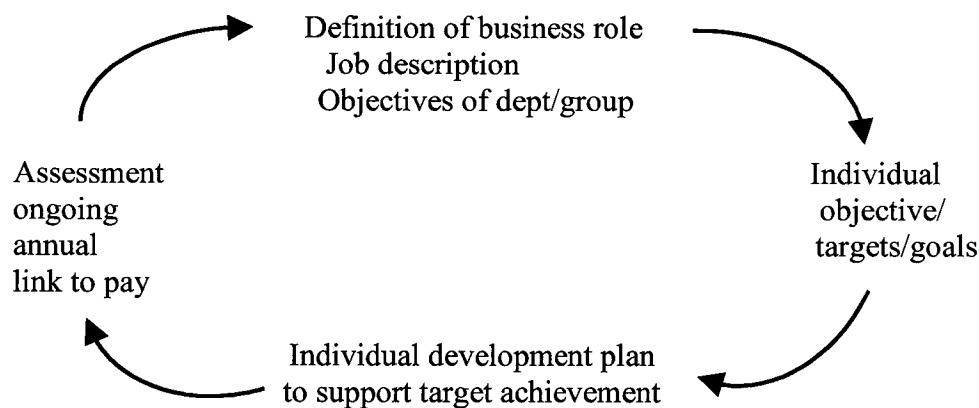
In the first element of the model they see that job descriptions should be written, agreed and reviewed on a regular basis. The objectives of the work-group that have been derived from the organization's strategic objectives should be made clear to all. Bevan and Thompson (1991) found that organizations operate PMS normally have a mission statement that is communicated to all employees and express performance targets in terms of measurable outcome, accountabilities and training or learning targets.

In the second element they see that it is essential that individual objectives derived from Figure 3.2, are jointly devised by the manager and the employee. These objectives are results rather than task-oriented, are tightly pointed and include measures to be assessed. The objectives are structured to stretch the employee and offer potential development, in addition to meeting business needs. Much of the literature suggest that many organizations utilize the "SMART" acronym to depict individual objectives or targets:

- **S** = Specific or Stretching
- **M** = Measurable
- **A** = Agreed, Achievable or Appropriate
- **R** = Realistic or Relevant
- **T** = Time-bounded or Time-related.

Torrington and Hall (ibid.) argue that It is easier to use 'SMART' for some areas of the organization than others, in their views there is a tendency of using 'SMART' in highly specialized or technical jobs such as computer systems development, software construction etc. With all due respect to this view, the researcher believes, However, that this view can be debated since PMSs are tailor-made and can be designed to suit all jobs within the organization, "SMART" could also be applied to all specialties regardless. Also employees should be made aware that their personal objectives means a lot to the team and the organizational objectives which is crucially essential part of the PMS process.

Figure 3.2 The four stages of a typical PMS: Torrington and Hall (1995)



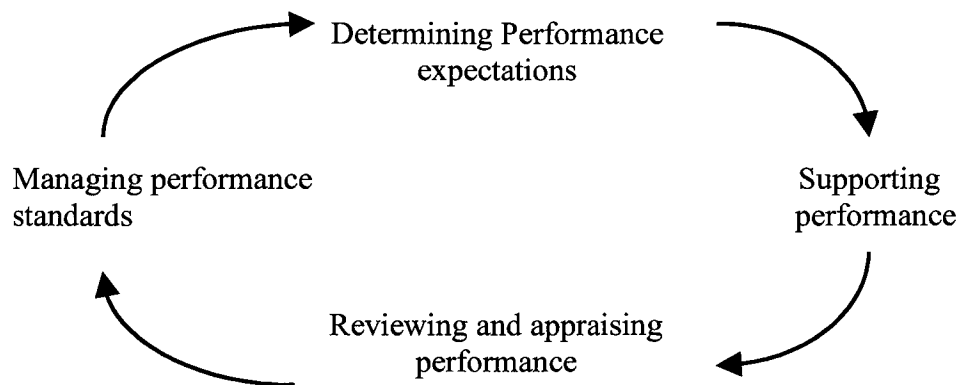
The third element of their model identifies the stage at which development plan is set and agreed by the manager and the employee, identifying the development goals and activities steered to enable the individual to attain the objectives. It is this stage which needs utmost managerial support and constant coaching. It is argued that organizations who have a development driven PMS may well have development objectives side by side with performance objectives to ensure that this important part of the system is well covered.

The last element according to Torrington and Hall (*ibid.*) is the assessment of objectives which entails ongoing formal reviews on a regular basis intended to motivate the employee and also focus on developmental issues. Also the annual assessment which influences the pay increase to a large extent depends on the achievement of objectives. The literature stipulates that most PMSs have provision for such link with pay, however, Fletcher and Williams (1993a) note that these systems are experiencing some difficulties.

They argue that some organizations (both public and private) detected that the merit factor of pay was very small to motivate employees. In spite of the fact that PMS organizations were likely to have merit, or performance-related pay (Bevan and Thompson 1992), some organizations have openly regretted its inclusion.

Through the principal components of the PMS process model which is symbolized in Figure 3.3 below, Marchington and Wilkinson (1996) identified four stages of the PMS processes.

Figure 3.3 The principal components of the PMS process: Marchington and Wilkinson (1996)



The first element relates to determining performance expectations, in their views this is the first platform at which employees should be made aware of the performance standards expected from them. Normally this is expressed through the mission statements and organizational goals, and departmental purposes which is to be agreed with individual. Although some managers may take it for granted that this stage will be well covered in the employment contracts and job descriptions, it is a critical time for ensuring that understanding about, and commitment to, wider corporate or departmental goals by especially the new recruits is clearly communicated.

The second stage deals with supporting performance and this refers to the day-to-day informal communications between managers and their employees. This is an essential part of the performance cycle as it facilitates the achievement of individual targets. Some managers, however, fall into the trap of “I am extremely busy” and ignore the fact they ought to create some form of informal interaction with their employees (may be through a quick phone calls or conversation to ensure that things are going well or even social gatherings).

The third stage covers the review and appraisal, at this stage employees’ performance is measured against objectives over the last period, and future goals and training needs are determined. The literature suggests that the review should be conducted once or twice a year. But as with many other management systems, there are dangers that the appraisal interview be seen as the only way at which performance is reviewed, especially when employees are complimented or (criticized) for achieving or not achieving their targets.

The final stage of the process is concerned with the management of performance standards. At this stage actions are taken based on issues that are highlighted during the review of progress. In the event of the appraisals are assessment-based, the main purpose will be to determine the level of performance-related pay or benefits which is due to employees. However, the danger here is this might easily concentrate on failures to achieve standards, on poor performance and on highlighting problems which could impact the work.

Although the above two models' aim is revolving around the improvement of the managing performance in order to achieve better results from the perspective of both individuals and organizations, they all neglect the culture dimension which is crucially important element and hence should be incorporated within the PMS structures. The above models assume that the proposed PMS can fit and work in all cultures. However, history tell us that cultures and beliefs play major roles in deciding the success or failure of any system. For example,

"The Thai office reported difficulty with performance appraisal process, namely in writing negative comments (because of religious beliefs about reincarnation) and have adapted the system to accommodate cultural differences." (Ling Sing Chee 1994, p.154)

Most of the PMSs lack the inclusion of cultural or beliefs dimensions and are designed in a Western management styles, and that why it often fail to achieve success. The above direct quotation explicitly demonstrated to us a live example that cultural issues must not be ignored and that PMSs should be flexible enough to incorporate these sensitive matters, otherwise failure would be its ultimate destiny.

3.4 PMS Characteristics

In theory and practice, PMS are understood to have a number of central characteristics, according to (Bevan and Thomson, 1991, p.38 and Walters, 1995) these include:

- Mission statements which are communicated to all employees, not only during the initial induction but also at later dates, so that to strengthen corporate messages or to distribute the information about changes in formal organizational cultures.
- Regular communications concerning business plans and progress in meeting objectives.
- Integration with total quality management (TQM) or other organization-wide enterprises.
- A clear emphasis on performance of senior managers, and links between this and remuneration packages.
- Performance expectations stated in terms of 'SMART' (specific, measurable, appropriate, relevant and timed) targets which are reviewed regularly and, whenever possible, agreed with employees.
- Systematic performance appraisal processes which structure a key part of the review process.
- The adoption of performance-related pay systems.
- The use of formal and ongoing reviews of progress to identify training and development needs which enable the attainment of individual performance requirements and organizational goals.

The PMS is commonly characterized differently by many different writers for example, it has been distinguished as a system (Storey and Sisson, 1993, p.131) a systematic model (Mabey and Salaman, 1995, p.188) or a cycle (Torrington and Hall, 1995, p.317). The factors in each of these frameworks is widely alike, in that each of the above ultimately links together the following; planning, doing and supporting, and reviewing progress. But some go a little further to explicitly include the integration of business and departmental goals in broader context. The prominent integrals of the process are articulated in Figure 3.4.

3.5 Objectives of PMS

According to Armstrong (1996) the PMS is a means of obtaining better results from the organization, teams and individuals by understanding and managing the performance within an agreed framework of a pre-planned goals, standards and competence requirements. PMS as he indicates is being viewed as a process for inaugurating shared understanding about what is to be achieved, and the approach to managing and developing people in a manner that increases the likelihood of achieving the short and long terms objectives of the organization. PMS is owned and driven by line management. Whereas Marchington and Wilkinson (1996) suggested that PMS aims to directly link together individual goals, departmental purpose and organizational objectives. It incorporates issues that are central to Personnel development (D&P) like appraisal and employee development, performance-related pay and reward management, individualism and to a large extent employee relations.

Armstrong (ibid. p233) summed up the key elements of the PMS objectives to specifically include:

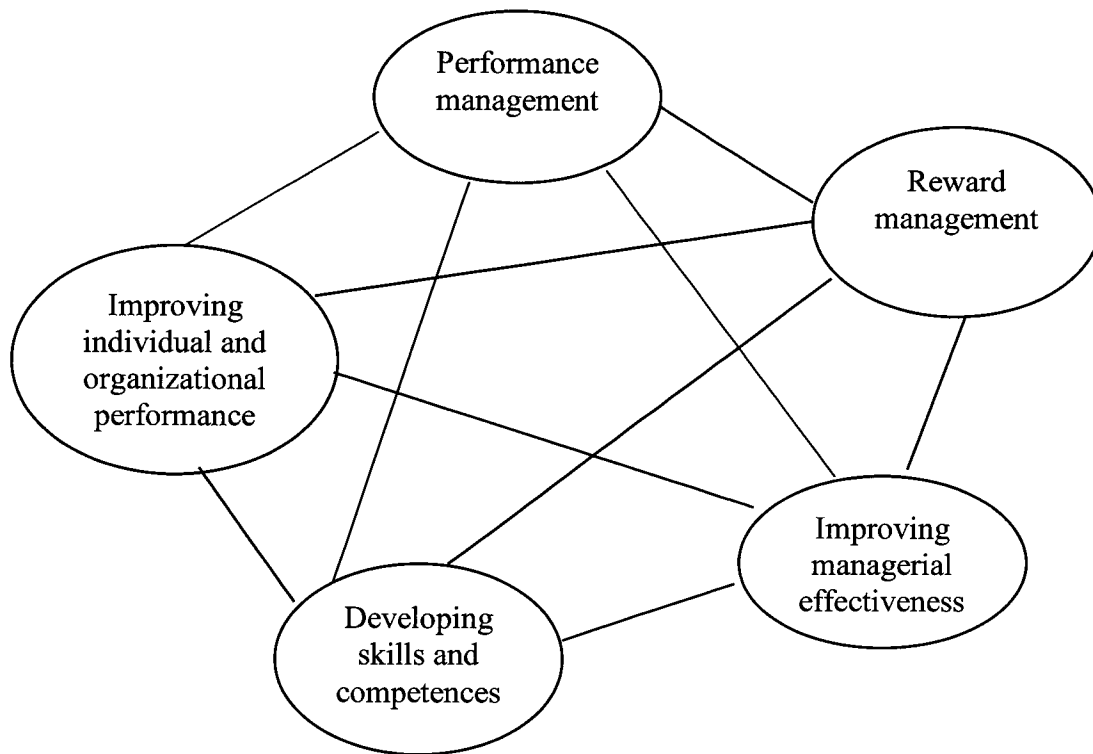
- *An agreed framework of planned goals, standards and competence requirements* – the basis of PMS is an agreement between the manager and the employee on the expectations concerning each of the above headings. PMS is largely about managing and agreeing on such expectations.
- *A process* – PMS is not merely a system of paperwork and procedures. PMS is about the actions which people make to meet the day-to-day results and manage performance improvements in themselves as well as others.
- *Shared understanding* – In order to improve performance, employees need to have a shared understanding about what high levels of performance and competence look like and what they are working towards.

- *An approach to managing and developing people* – PMS is concentrated on three determinants. First, how managers and team leaders work effectively with those around them. Second, how individuals work with their managers and with their peers/teams and third, how individuals can be developed to improve their knowledge, skills and expertise and their levels of competence and hence performance.
- *Achievement* – PMS after all, is about the achievement of job-related success for individuals so that they can make the best use of their abilities, find out their potential and increase their contribution to the success of the organization.
- *Own and driven by line managers* – PMS is being considered as a natural process of management, as oppose to a procedure being forced onto line managers by top management and the personnel department.

Most of the writers on PMS seemed to agree mostly with broad objectives, however, this perhaps raises a question. Are these all required to be part (heart) of a PMS? Once again, where is the scope of culture?

He also stresses that performance management is concerned with the interrelated processes of work, management, development and reward. From his point of view it can become a powerful integrating force, making sure that these processes are connected together appropriately as an essential fraction of the human resource management approach which should be practiced by every manager in the organization. The concept is articulated in Figure 3.4 below.

Figure 3.4 Performance management as an integrating force. (Armstrong 1996)



It has been, however, argued critically that PMS is synonymous with the totality of day-to-day management activity since it is concerned with how work can be organized in order to achieve the best possible results (Fowler, 1990a: 47).

Whilst the above model is superficially attractive and potentially useful, creating such an integrated set of activities and processes which are effective in increasing and sustaining individual and organizational performance, is by no means straight forward!

3.6 Principles of Performance management

Subsequent to their in-depth, case-study research into what they called as performance management systems (PMS) on behalf of the Institute of Personnel Management (1992a), Fletcher and Williams (1992) concluded that “the real concept of performance management is associated with an approach to creating a shared vision of the purpose and aims of the organization, helping each individual employee understand and recognize their part in contributing to them, and in so doing manage and enhance the performance of both individuals and the organization.”

They indicated four fundamental principles of effective performance management:

1. That PMS is owned and driven by line management and not by the human resource HR departments.
2. That there is an emphasis on shared corporate goals and values.
3. That PMS is not a package solution, it is a system that has to be developed or tailor-made specifically and individually for the particular organization.
4. That PMS should be implemented and applied to all employees, and not just to be restricted to the part of the managerial group.

3.7 The Process of PMS

Commenting on the process of performance management Armstrong (ibid.) tells us that PMS is a continuous and flexible process which involves managers and those whom they manage, acting as partners within a framework which determines how can they work together to meet the wanted results. It concentrates on future performance planning and improvement as oppose to relying on the past performance. It renders the basis for regular and repeated dialogues between managers and individuals or team about performance and development needs.

In his view the PMS is mainly concerned with individual performance and development but, increasingly, the approaches articulated below are being used for or by teams as to:

- Performance management reviews provide inputs needed to establish personal or team development plans, furthermore, to many people performance management is perceived as a developmental process.
- Performance reviews can, however, make the data in the form of individual ratings that are needed for performance-related pay decisions.

He argues that the performance management process is to a large extent for measuring productivity in the shape of achieved performance compared with expectations considered as objectives. That is the reason for PMS focusing on targets, standards and performance measures or indicators. However, PMS also pays careful attention to inputs and processes – the knowledge, skills and behavior necessary to produce the wanted results. It is through clear identification of these input requirements and assessing the extent to which the expected levels of performance have been physically attained by using skills and competences effectively that developmental needs are explicitly identified.

Repinski, M. and Bartsch, M. (1996) suggested a five steps PMS process, step one starts with redefining the tasks through looking at the employee's actual work and position, and then redefine the what is essential (i.e. fine tuning the responsibilities). Step two identifies the skills required to perform the essential functions, step three determines the required development support tools to build up the specific skills. Step four where skills development is prioritized and also tarmac the road for a good map of performance management and in step five comes the development of an action plans. The action plan can be developed as part of or separate from the PMS, either way, it is important that the employees be involved in this step. Accordingly, maintained that an integrated PMS ought to generally recognize and include:

- Setting goals-defining the results and behavior the employee is expected to prove;
- Feedback – regular communication concerning the progress toward goal achievement; and
- Appraisal – the formal feedback mechanism that sets the stage for further development.

They maintained that the process commences with setting goals and develops into performance assessment to match those goals. The cycle starts again with fixing new goals based on the appraisal. During this cycle, the performance management process provides a map to guide managers as they move from coaching the new employee to developing the different stages of the employee's career. In their views, the guidance received directs managers to identify the specific results, skills and behavior the employee is expected to demonstrate. They argue that without a more specific plan to manage the performance, it is likely that both managers and employees will be driven away from the desired results.

3.8 PMS Related problems:

Like any other management systems, the PMS also is confronted with some common problems that if not dealt with carefully it could undermined its entire process.

3.8.1 Performance-related pay

Bevan and Thompson (1992) identified two main thrusts to integrated PMS: reward driven integration and development driven integration. The first, emphasizes the role of performance measurement (as a basis for pay decision) in changing organizational behavior, while the second, focuses on the importance of ensuring human resource development. In reward driven organizations, where an individual's output is difficult to measure, group-based measurement is used. However, although pay reward is perceived as necessary, it is not the only possible motivator to perform. There is no enough evidence to be able to prove that PRP connects positively with performance. Non PRP companies may even perform better than PRP companies.

According to Lawler (1971) the PRP may affect the behavior of employees, this means, the more pay is linked to performance the more pay becomes important and may become more motivating. This raises a question as to what extent the organization can afford to use extrinsic reward to improve its performance. Other implication is that it is possible that non monetary rewards be used and developed to be made important and motivating. According to Wright (1991) PRP cannot replace other aspects of people management, it gives only some reinforcement, thus it cannot be used for compensating inadequate salary structures.

Beardwell and Holden (1997) highlighted some difficulties relating to the relationship between performance and pay. They maintained that the relationship is affected by the employee's expectation, perceptions, needs, social and political workplace pressures influencing both the employee and the manager during the appraisal. Also employees are likely to focus on achieving the set objectives (for which they will be assessed and hence rewarded on) and neglect others. Moreover, employees maybe reluctant to take part in innovation or act on their own choice in the event their efforts are not agreed and their progression towards their set objectives for assessment is negatively affected.

PRP may undermine the cohesion of work group, sections or department within the company simply by rewarding some individuals and not others and through individualization of work efforts. In recession times and tight financial constraints, the PRP element of a pay increase will be low. In addition government restrictions on spending may reduce or prevent the introduction of PRP schemes in the public sector (*the Independent*, December 1st 1992, p.2). And finally, the inflation may increase in the cost of living which heavily impacts the performance related increase.

3.8.2 Tensions between control and development in PMSs

It is argued that PMS is a means of control mechanism and it has been initiated to control: targets that are planned for people, to control their performance by rewarding the achievement of targets, and to control their training by concentrating it on closing the gaps between standards sought and standards attained. *“The increased popularity of competence-based frameworks in PMSs must be treated with caution in this context (Harrison 1997: 233)”*.

An obsessive concentration on competencies and an inexperienced approach to competency-based analysis can be costly and counter-productive (Healy, 1995; Sparrow, 1996). Harrison (ibid.) notes that competency-based can be of benefits provided it is well constructed. She stresses that it must be integrated into a balanced PMS, where the need for control does not exceed the need for development. According to her what is threatening is that the extreme focus on control and abuse of the power to control. Appraisal can easily be manipulated by appraisers to toughen their power over their employees (Townley, 1989: 98-108). Again, when any organization is delayering and decentralizing, the appraisal can offer a way of retaining corporate power and control:

“Organizations...can move the organization on the centralized-decentralized continuum by redistributing the power to appraise the performance of key staff personnel “ (Devanna, 1984: 109).

Bevan and Thompson (1991: 39) in their research into the PMS in the UK organizations, expressed their concern over the increased impact of the reward-driven approach which *“emphasizes the role of performance payment systems on changing organizational behavior and tends to undervalue the part played other human resource development activities”*.

They anticipated that the tension between the two approaches would result in malfunction, and that the reward-driven strategy was already tending to dominate.

3.8.3 Disagreement on learning needs

One of the major problem managers experience in PMS is the disagreement with employees on areas that need development. Often employees think that they need to develop their skills in one area whereas their managers see that the development should be focused on a totally different one. The following points illustrate the common problems that usually occur.

- Some employees may not admit to the failings in their performance, which may result in tension during the discussion. Some, lacking self-confidence, may have very low opinion of their potential and potential.
- Some employees may have very high opinion towards their performance and potential and overconfident, thinking that no needs for training and development.
- Some managers may be unskilled or unconfident to deal with such types of behavior.
- Some managers may not have sufficient knowledge or detail of what individual physically does in their job or about the technical side of it, and hence will unable to give realistic view on the performance of individual or to precisely identify the development needs.

3.8.4 Failure to agree priorities

Often managers and employees disagree prioritization of competences, for example, a manager may see that an employee needs a presentation skills development, in contrast the employee thinks that this relates to only a very small problems, and sees other training and development as more important. A manager may plan to concentrate all efforts on training to narrow the gaps in performance, whereas the employee may be wanting to get some discussion of how his/her long-term development in the organization can be made better, and where would he/she end up in the future.

3.8.5 Claims of discriminatory treatment

This is a very sensitive issue, and often managers are faced with these kinds of complaints. Some employees may not be able to appreciate why he/she is being denied opportunities for development some other employee (s) obtained. If the manager however, can not provide valid reasons for this, then the employee has a justifiable grievance, which could lead to a case for discrimination being taken to an industrial tribunal.

3.9 PMS Feedback and Communication

Communication is said to be the end and beginning of performance management, it plays a key role in transmitting feedback upwards/downwards and forwards/backwards on performance which ultimately aims to begin the process of a future move towards improving performance in general (Baid 1986, p5). Hence if viewed this way, communication could be considered as one of the key tools to PMS. According to Beer (1990) communication should be mutually perceived and practice by both the management and employees as it is a key important element in managing human performance.

Handy (1975) argues that feedback in the performance management is to accomplish human needs. Every member has a need to know about the result of one's work. This view is supported by the expectancy theory, as feedback means giving the performer his/her behavior output compared with what is expected (set objectives), understanding this will either amend or strengthen the performer's perception about his/her role.

Locke et al. (1981, as in Bevan & Thompson 1992, Ridley) study revealed that

"feedback on performance in relation to goals seems to be necessary if goals are to improve performance"

The significance of feedback to productivity improvement is also supported further by Pitchard et al. (1988). Using an experiment on a group basis, the result indicated that feedback has a powerful effect, as much as 50% in average, without having to change or decrease the manpower.

The other outcome of feedback is on improving employees' satisfaction. Russell and Goode (1988) argue that the performance appraisal instrument is less important than feedback. In their views, if the supervisors/managers use proper feedback, guidance and support throughout the periods between appraisals, employees may see them trustworthy, when supervisors/managers use during the appraisal.

3.10 PMS versus Culture Dimensions

Is there a right culture that is suitable for performance management (or vice versa)? If there is not how this culture can built?

There has been many criticisms on culture barriers hindering the implementation of an effective performance management, Roger Bennett (1981, p58) maintained that:

“ Cultural diversion, positively discourage employees from exercising initiative, effort and imagination”.

Fowler (1994, p24) also in the opinion that focussing on the cultural aspect rather than structures and management techniques will bring about an improvement in human performance. Painter (1993, p68) see that a fundamental value oriented approach would need a change in culture. Moreover, looking Ouchi's work on Japanese and American organizations clearly suggests that there is an obvious link between culture and successful and unsuccessful performance (Cole, 1992, p57).

Cultures can be of many different types, they can be employee – versus job oriented, process or results oriented. (Clement Feb 1994, p33) Handy identified the different types of cultures, which require different practices from each members of the organization; ranging from power-based to achievement-based cultures. However, the question is which type of cultures will be most suitable for managing human performance? Handy's achievement-based culture and the Japanese organizations, all share the same view and have one common element, and that they tend to involve coordinating people not relying on technology to achieve the objectives.(Cole, 1992, p57).

One school of thought was heading towards accepting that cultural change can be achieved by focussing on job related behavior instead of individual or personality traits. (Smith 1977, p142, Beer, 1990, p161).

3.11 Implementation of PMS

“Performance management processes need to be introduced with great care. Too many ambitious schemes fail because the seemingly obvious requirement has been neglected” Armstrong (1996, p258).

According to Armstrong (ibid.) implementation of performance management should cover the following key elements:

- Performance is usually implemented on an organization-wide basis, starting from top.
- Performance management should cover all professional, administrative, technical and support employees. (The writer excluded the manual or shop floor staff, however, in researcher’s opinion, including these categories of the workforce is as important as any other staff. For example, if a cleaner in a hospital ward was made aware his/her job is important in terms of properly sweeping the ward floors with the right cleaning material, and hence he/she does the job well, the danger of infection will certainly be minimized).
- It is desirable to pilot test the performance management to measure the results before dumping all at once.
- It is advisable to have a document describing the performance management to all employees which identifies the objectives and methods for achieving these objectives and the benefits expected from this system.
- It is essential to monitor the implementation of the performance management very closely but it is equally critical to continue to monitor and evaluate it regularly, especially during the first year.

Steiner 1969, Koontz and O'Donnell 1978, noted that the implementation is as important as designing or choosing policy. It is perceived that top management commitment during the implementation stage is effectively as important as the line managers understanding and commitment. The understanding and commitment will likely be attained by practically involving line managers in the policies development process.

According to Torrington and Hall (1995), however, the PMS needs to be line-driven rather than personnel-driven from the initial introduction stage. They see the involvement of line managers alongside personnel managers to develop the system is vitally important. Fletcher and Williams (1992b) support their views through involving and training line managers as 'performance management coaches or mentors' supports the implementation of the new system.

3.12 Conclusion

From all the above, one might conclude that PMSs are now much more widespread than they were in the late 1980s and the early 1990s and there is an indications that more and more large organizations implementing them, but it is fait to say that PMSs are still in their rudiment stage and indeed need to proof its to many organizations undisputedly in order to make the switch from the traditional performance appraisal system to PMSs. In some circumstances PMSs are seen as synonymous with new methods of managing human resources, centering on four stages:

- Determining performance expectations;
- Supporting performance;
- Reviewing and appraising performance; and
- Managing performance standards.

Every stage of the PMS is vitally important, nevertheless, often very little attention is given to the critical areas such as the cultural dimension and expectations amongst the new recruits. Organizations interested in implementing PMS need to understand that this element of the cycle makes crucial contribution to the socialization of the new employees, and it is a lot more than merely a routine administrative practice.

PMS also should be designed to cater for performance which is below the required standard in an appropriate manner. This could be achieved through counseling, guidance and assistance of employees who have genuine or serious problems or through probably disciplinary actions for those who misbehave or found to be guilty or misconduct. Although PMSs are usually exist for obtaining improved performance and better results, they should also be seen as part of the process for getting-rid-of poor performers.

What also comes through clearly in the literature, is the tension between control and developmental dimensions of PMS. Whilst certain approaches to PMSs focus more explicitly on control, others seem to see performance improvements resulting from personal development and change. What complicates matters further, is the influence of perception and culture on how any particular PMS is seen and viewed.

Chapter 4

RESEARCH METHODOLOGY

4.1 Introduction

This research focuses on exploring the employees' perception, feeling and understanding of the Performance Management System (PMS) which is being practiced in three directorates in MOH. To understand the topic deeply, the first intention of this chapter is to examine the different research methodologies available and identify their strengths and weaknesses in order to select the most appropriate research method for this research. It also intends to discuss in detail the research methods, sampling, data collection and data analysis adopted for this research.

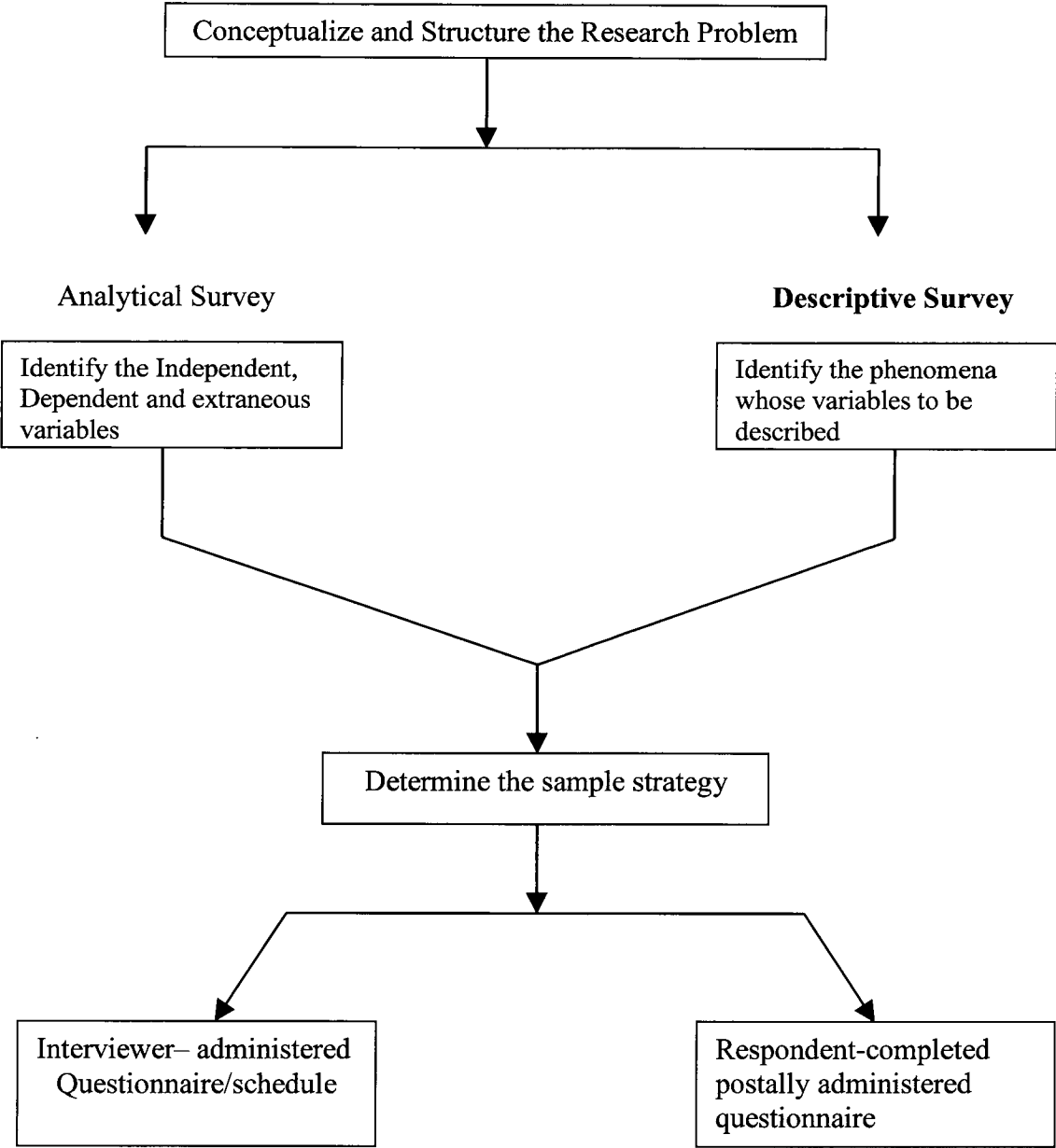
The first part of this chapter reviews the different methodological approaches so that to enable us choose the most adequate research methodology available. Through this process it may be possible to extract critical problems and possible solutions surrounding the research, since much literature puts emphasis on certain points which researchers should consider, concerning different types of researches.

Having reviewed some different methodological approaches, the researcher concluded that the "*descriptive survey*" was the most appropriate research method for this research. Figure 4.1 illustrates the details of this research approach. The vast majority of the research methodology was based on Gill and Johnson (1991) ideas, however some other writers' work were considered too.

Generally, this chapter will cover the following areas:

- Brief review of different methodological approaches
- Conceptualizing and Structuring the research problem
- Sampling
- Data collection methods
- Data analysis methods
- The limitation and delimitation of this research

Figure 4.1 Planning the survey – a summary



Source: Gill and Johnson, 1997, p80

4.2 Research Methodologies

Authors of research methodology literature often use different terminology in order to present the same methodology, use different criteria in order to classify the types of research. Hussey and Hussey (1997) classified the types of research according to the “purpose, process, logic and outcome” of the research.

Figure 4.2 Types of research

Basis of Classification	Type of Research
Purpose	Exploratory, descriptive, analytical, predictive research
Process	Qualitative or quantitative research
Logic	Deductive or inductive research
Outcome	Applied or basic

Source: Hussey and Hussey, 1997, p10

Burrell and Morgan (1979) classified the research methodologies as: *nomothetic methodologies* and *ideographic methodologies*. In the *nomothetic methodologies* approach the social and natural worlds are being regarded as restricted by certain “law” or “rules”. Therefore this approach concerned with explaining a social phenomena through analysis of casual relations and by covering-laws. This approach puts the emphasis on the systematic protocol and technique which concentrates on the deductive process, using quantitative data and different controls so that the testing of hypotheses can be achieved. This was not suitable for this research.

The *ideographic methodologies*, on the other hand, is concerned with understanding phenomena from the participant’s subjective point of view. There is an emphasis upon the theory grounded (inductive process), generating and using qualitative data, explanation of subjective meaning and explanation by personal understanding. This research falls into this criteria.

According to Gill and Johnson (1997p. 37) any research method adopts a position on a continuum of these two methodological approaches according to its relative emphasis upon the above characteristics. (See Figure 4.3)

Figure 4.3 A comparison of Nomothetic and ideographic methods

Nomothetic methods emphasize		Ideographic methods emphasize
1. Deduction	Vs	Induction
2. Explanation via analysis of causal relationships and explanation by covering-laws (etic)		Explanation of subjective meaning systems and explanation by understanding (emic)
3. Generation and use of quantitative data		Generation and use of qualitative
4. Use of various controls, physical or Statistical, so as to allow the testing Of hypotheses		Commitment to research in everyday settings, to allow access to, and minimize reactivity Among the subjects of research
5. Highly structured research methodology to ensure replicability of 1,2,3, and 4.		Minimum structured to ensure 2,3, and 4 (and as a result of 1)
Laboratory experiments, Quasi experiments, Survey, Action Research, Ethnography		

Source: Gill and Johnson, 1997, p37

Some other writers like (Creswell, 1994), and (Hussey and Hussey, 1997) defined these differences as *quantitative* and *qualitative* approach *positivistic* paradigm and *phenomenological* paradigm.

In regards to methodological approach, it is obvious that this research occupies a position based on *ideographic* approach. Because, on the one hand, its main approach is to investigate a phenomena the (PMS), and on the other hand, it requires further development of the theory through the literature in order to examine the success of the phenomena (PMS). The first process is a deductive in orientation, while the second is inductive.

The ideographic methods such as *action research* and *ethnographic research* were used for this research because the above two approaches fit very well with the purpose of this research. The *action research* either aims to solve a problem for a client, or demands an integral involvement by the researcher in an intent to change the organization (Gill and Johnson, 1997), (this reflect the problem this research is concerned with i.e. PMS). The *ethnographic research* focuses on the investigation of a small number of cases in depth to explore the essence and the nature of social phenomena (Bell, 1993), (again the aim of this research is explore the essence of the PMS). Thus, both *action research* and *ethnographic research* are consistent with the purpose of this research and fit in within its objectives.

This research therefore takes the shape of a descriptive survey instead of analytic survey, because the research aims to explore deeply the people perceptions, feelings and general understanding of the Performance Management System (PMS) issues, which in itself a particular characteristics of a specific population. In a general, this research can be regarded as ideographpically orientated.

4.3 Conceptualizing and Structuring the research problem

Gill and Johnson (1997), suggest that the first step of survey research planning starts with conceptualizing and structuring the research problem by taking into account the purpose of the research, reviewing the current state of knowledge and assessing the different resources available. Bearing in mind the aim of this research, it is important to identify the genuine feelings and perception of those who were subject to this research in order to arrive at an insight of the PMS processes and find out if the PMS increases the effectiveness and efficiency and the organization's performance. However since this research covers small population (i.e. three directorates in MOH) the findings could not be generalized in a wider context. To obtain these insights a descriptive survey was adopted.

According to Gill and Johnson (1997), the descriptive survey is to identify the phenomena the researcher wishes to describe (in our case it is the PMS). Such surveys could be used to assess job satisfaction; motivation; morale and stress and the reaction employees may have to changes in the working arrangements. This typically what was this research about as stated above. Hence, one part of this chapter discusses thoroughly how this research is tackling such issues surrounding this research.

The most difficult and critical issues in this research were the availability of resources. The time factor was very critical issue, as the researcher had approximately less than five weeks during the Christmas holiday to prepare the questionnaires and the interviews questions, obtain the approval from the research supervisor and finally conduct the project. It was very clear from the questionnaires and interviews stage that it was essential to put more efforts on the early stages of the research.

According to Hussey and Hussey (1997) the initial part of the research, from identifying research topic to collecting research data, accounts for nearly 55% per cent of the total time required for the entire research. To minimize this, the researcher had to be physically available at work places in a nearly full time basis in order to get back responses from the respondents as promptly as possible.

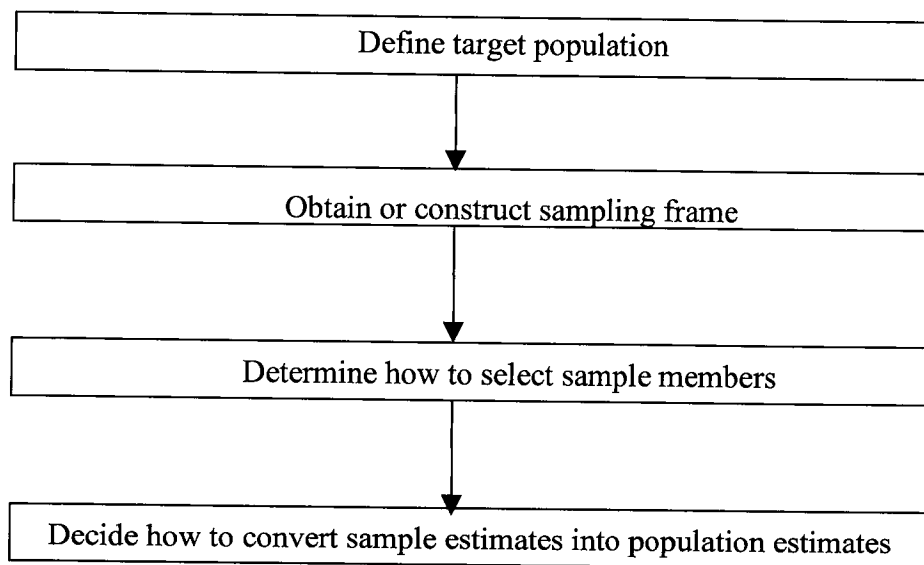
For example, eleven interviews were arranged and completed within eight working days, the questionnaires (around 55 sets) were distributed and collected with fourteen working days. The researcher established a communication links with the majority of the respondents in order to be able answer their questions quickly. This would not have been achieved if the researcher had to conduct this research in another organization.

Audio tape-recording the interviews was a problem that the researcher experienced as some informants were rejecting to be tape-recorded. Analysing the interviews in the limited time available was of concern and transcribing the interviews was a critical issue because the total number of words of all interviews was in the region of 24 thousands which was in excess of the total number of words required for the entire dissertation. This led the researcher to consider only key statements of the interviews in a very abbreviated manner.

4.4 Sampling

Sample selection is a central element to any types of research methods, and it is important to ensure that the sample is not single-sided or biased and is representative of the population from which it is drawn (Hussey and Hussey, 1997). The process of the sample selection of this research was based on the steps suggested by Hussey and Hussey (1997).

Figure 4.4 Selecting a sample



Source: Hussey and Hussey, 1997, p145

The above diagram suggests that the initial step of the sample selection process starts with defining the target population. As explained in the earlier part of this chapter that the researcher had to conduct this research in MOH where there were only three directorates currently using PMS, therefore the sample size was relatively small. The reasons behind selecting MOH to carry out the research lies in the following:

Firstly, to the best of the researcher's knowledge MOH was the only organization in Bahrain implementing the PMS (partially) in three of its directorates. Secondly, Being employed by MOH the researcher has an advantage of an easy access to those directorates.

Thirdly, Considering the total workforce size of MOH (approximately over six thousands) in the events of PMS is being introduced throughout the Ministry in the future, it will be a challenging task. Finally, this is originated as a result of personal interest of the researcher in the topic. There were a lot of speculations concerning the effectiveness and suitability of the PMS in MOH from both those who were promoting it and those who were not quite sure about its applicability. As one of the promoters, the researcher aims to examine the people's perceptions and especially those in non-managerial positions.

The second phase refers to obtaining or constructing a sampling frame. According to Vogt (1993) a *sampling frame* can be defined as "a list or other record of the population from which all sampling units are drawn". In this research, however, the sample frame was confined to the three directorates within the MOH. It was therefore assumed that in this case, MOH was the only valid *sampling frame* for this research. .

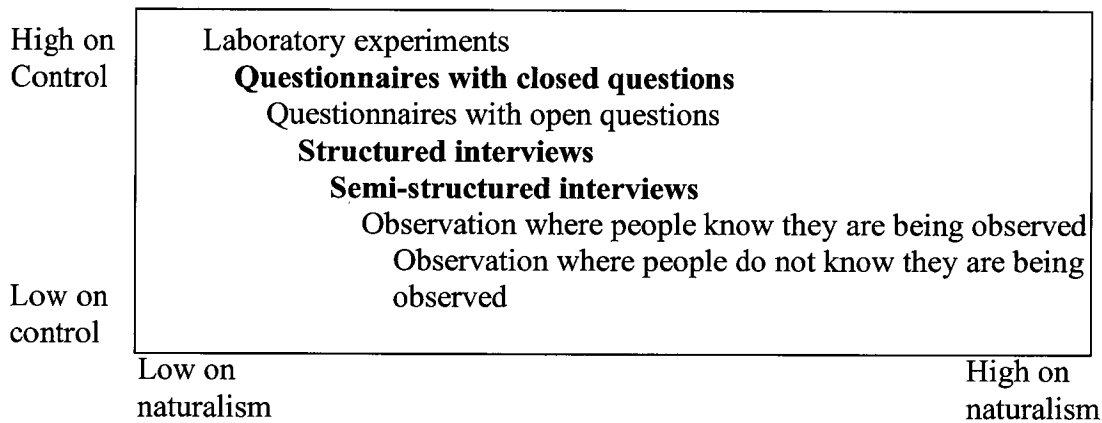
Hussey and Hussey (1997) described a number of different types of methods that can be used to select sample members. These methods range from simple random sampling, systematic sampling, stratified sampling, multistage and cluster sampling. From the probability sampling point of view, this research is based on stratified sampling method in which the research focuses only on three directorates in which the PMS exists. Although this may indicate that the research is biased, the researcher endeavored to give every employee within those directorates a chance to express their opinions, besides, this method was the best considering the aim of the research.

From the non-probability sampling perspectives, this research used the purposive sampling, the PMS was judged as a typical area of interest. The sampling covered a total population of twenty one managers and twenty four employees on the questionnaire side. Also eleven interviews were conducted. The Directors', managers' and supervisors' pay grades range from general grade 9 (G9), professional grades 4 (P4) to executive grades (E1) upwards, and length of service is from 1 to 30 years.

4.5 Data collection method

The data collection stage was based on Bailey *et al.* (1996) model which revolves around the “Naturalism” and “control” scale as detailed below.

Figure 4.5 The location of various research methods on the “natural”-“control” scale



Source: Bailey *et al.*, 1996, p39

4.5.1 Questionnaires

The questionnaires were designed on the basis of close-ended to be inline with above model i.e. *questionnaires with closed questions*. Considering the characteristics of the questionnaire survey which is “high on control” and “low on naturalism” this basically implies that the researcher has to be ascertained that all areas of the topic is covered in questionnaire, otherwise mistakes could not be recovered. Therefore it was essential to simplify the phraseology of the questionnaires so that to ensure they are understood by all respondents.

To achieve the purpose of this research appropriately, the researcher went back home over the Christmas and started conducting the research through questionnaires and interviews. Although that was not cost effective from a personal perspectives, it was a moderate solution in order to avoid the disadvantages of mailing the questionnaires and also conducting interviews over the phone which could have been extremely expensive.

The Questionnaires were purposely designed and implemented to target two different categories of staff, managers and employees. One main reason for this was that employees can freely express their opinions without the influence of their managers, also the researcher aimed to obtain two distinct views in respect to the PMS in order strengthen the validity of the research.

Thus, two different sets of questionnaires were composed and each set comprises 15 questions. In the first part (managers), the questions were all close-ended in orientation. The second part, however, (employees) consists 14 close-ended questions and one open-ended question. The intention of including the open-ended question was to examine the employees' perception about the major differences between the performance Annual Appraisal System (AAS) and the performance management system (PMS).

4.5.2 Piloting the Questionnaire

The researcher commenced making arrangements for meeting groups of employees and managers independently in order to brief them on the research and explain to them why it was important for them to take part in the research and also answer their questions. Having done that, the researcher started distributing the questionnaires (in person) as of early January 1998 to individuals or group of employees and managers selectively, because as stated previously that there were only three directorates currently implementing the PMS partially.

All respondents were made aware that the researcher had a relatively short time to complete the research before he returns to the university, fortunately, the vast majority questionnaires were handed over dully completed. In general the turnover of the completed questionnaires were in region of 84% from the mangers' part and approximately, 80% from the employees side which is remarkable results.

4.5.3 Interviews

The interviews of this research occupy an intermediate position somewhere between structured and semi-structured in orientation. It was necessary to adopt this methodology for the following reasons:

- In some occasions the researcher had to alter the sequence of the questions.
- The researcher is able to insert probing questions in between to extract more information.
- The researcher is able to investigate interesting issues.
- The study focuses on a particular phenomena (PMS) hence exploring individuals' perceptions of processes was essential.

The interviews have been arranged with the eleven interviewees individually and at different dates and times.

All interviews were audio-taped for two the reasons the first, it was virtually impossible for the researcher to write all the points during the interview and second, audio-taping interviews increase the accuracy of data collection. Prior permission for tape-recording the interviews were obtained in advance from the informants.

4.6 Results and Data Interpretation

In order to increase the validity of the research the researcher categorized the respondents into two parts “managers and employees”. The process of categorization is as follows:

4.6.1 Managers’ part

The manager’s part consists of fifteen close-ended questions each question offer a number of choices for the respondents to choose from, most questions have allowance for additional comments the researcher has allocated a number for each choice (1,2,3 etc) for the purpose identification in the data analysis. A number of questions contain 1 to 10 scale, in such question ratings 1 to 4 considered to be unacceptable results, whereas 5 to 10 were treated as very good.

4.6.2 Employees’ part

This part was identical to the manager’s part, however, one open-ended was include to explore the main difference between the PMS and AAS. The responses of this question were tabulated and then analyzed by the researcher.

4.6.3 Interviews

The interviews were audio tape-recorded and summarized in the form of key statements by each informant tabulated and then analyzed on the basis of question by question.

4.7 The limitation of the research

The researcher's preconceptions while collecting the data (especially interviews) had an impact on the reliability of the gathered information, in many occasions the researcher interacted some with bias to predominate the interviewees. This research is confined on the three directorates where PMS were partially introduced hence the sample numbers is relatively small in population which could question how could this data be generalized.

This research sought the opinions and perceptions of those who wanted the PMS to be implemented because in their opinions PMS was the best tools for improving the general performance, however, other opinions had not been tested, simply as they do know about it, this make the findings single-sided.

The researcher was not 100% sure if the respondents (particularly the employees) understood the questions properly, even though, they were briefed very well on the questions. This raises a series of questions: What are the implications of this? Could it seriously affect the reliabilities of the data? Is this concern common to all attempts to generate data from people?

Chapter 5

RESULTS & DATA INTERPRETATION

5.1 Introduction

This chapter consists of three sub-chapters. The first and the second explore the managers' and employees' perceptions on the PMS, and third examines the interviewees responses concerning PMS related issues. The sample members represent three different directorates within the Ministry of Health in Bahrain.

A total number of twenty one managers out of twenty five sample members replied to the questionnaire, this represent a response rate of 84% per cent. The employees however, responded to twenty four out of thirty sample members, hence the response rate stand at 80% per cent. This result was achieved probably due the personal contacts that the researcher has with those individuals.

The total number of the samples (managers and employees)

Sample	Number	Percentage
Managers	21	45.5%
Employees	25	53.5%
Total	45	100%

The positions of participants

Sample	Number	Percentage
Directors	3	14%
Head of Sections	7	33.5%
Supervisors	11	52.5%
Total	21	100%

Sample	Number	Percentage
Employees	24	100%

The first two sub-chapters address the findings of questionnaires relating to the managers and employees on question by question basis and the third analyses the informants responses.

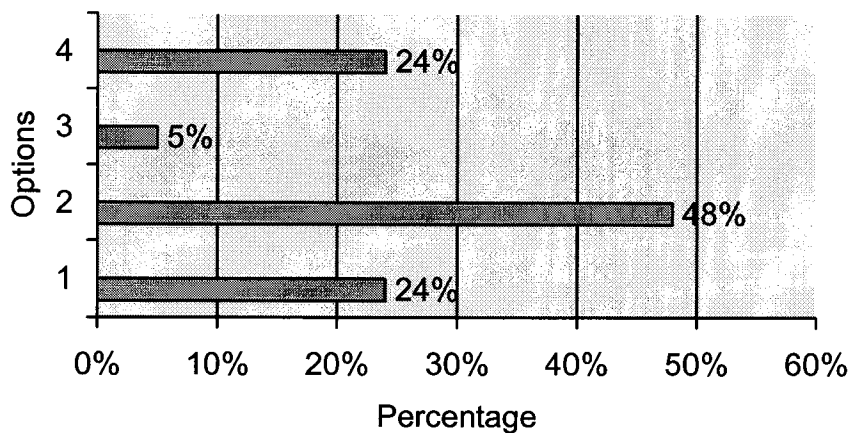
Sub-chapter One

5.2 Analysis of Questionnaires - Managers

Q1. How do you see the future of the Performance Management Systems in your organization/department?

Figure 5.1 Future of PMS

Managers			
Options		Frequency	Percentage
1.	Very Good	5	24%
2.	Good	10	48%
3.	Poor	1	5%
4.	Uncertain	5	24%
Total		21	101%

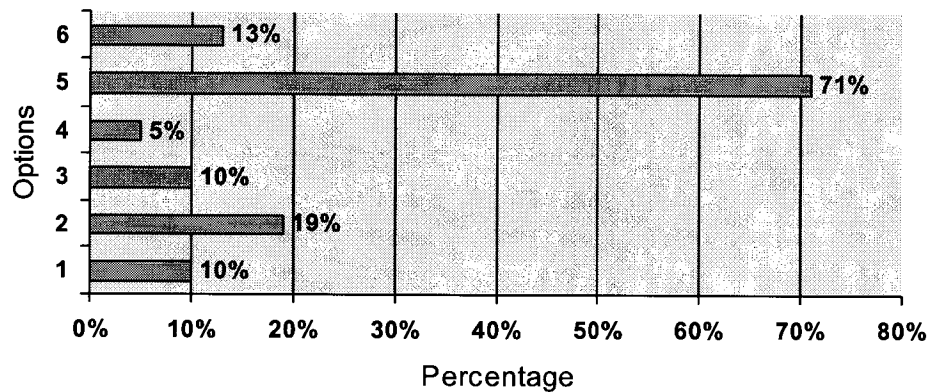


This question tried to measure the future of the PMS from the managers' perspectives. Ten respondents (48%) thought it was good, five respondents (24%) stated it was very good, five respondents (24%) were not sure and one respondent (5%) claimed it was poor.

Q2. Why do you see that Performance Management System (PMS) offers a unique approach to employees development, is it because of?

Figure 5.2 PMS As a development tool

Managers		
Options	Frequency	Percentage
1. PMS offers clear career progression	2	10%
2. PMS identifies training needs for employees	4	19%
3. PMS motivate people	2	10%
4. PMS indicate exact job description	1	5%
5. All above	15	71%
6. Others, please specify	3	13%
Total	25	128%
Note: Some respondents checked more than one options (28%)		



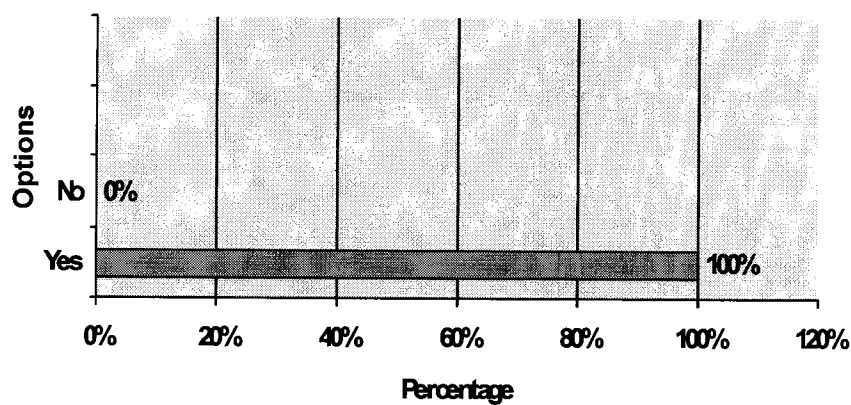
This question attempted to explore the relationship between the PMS and the employees' development. Fifteen respondents (71%) believed PMS covers all points listed in figure 5.2, four respondents (20%) thought PMS only identifies training needs, four respondents (20%) were in the opinion that PMS offers a clear career progression and motivate employee, whereas one respondent (5%) confirmed that PMS indicates exact job description. Interestingly, three respondents added some valid points:

- (1) "PMS improves communication boss – employee, improves goal setting effectiveness (sample 11)".
- (2) "PMS provides continuous feedback to the employee and forms a base for ongoing monitoring and development (sample 13)".
- (3) PMS sets higher and higher standards and it is continuous improvement system (sample 18)".

Q3. Would you recommend to other managers to implement the Performance Management System?

Figure 5.3 Recommendation of PMS

Managers			
Options		Frequency	
1.	Yes	21	100%
2.	No	0	0
Total		21	100%

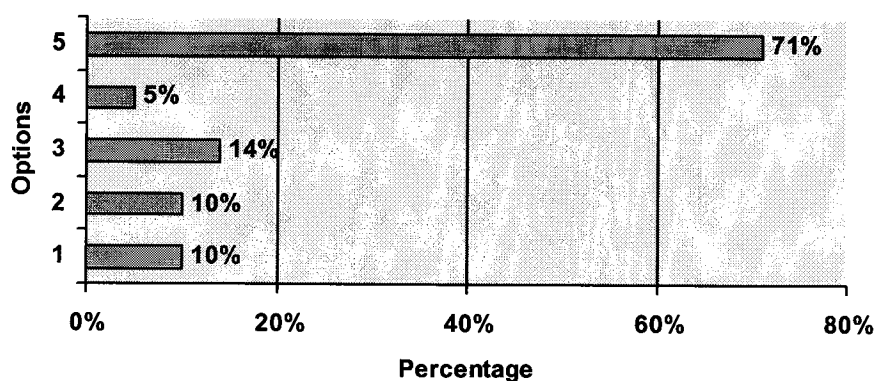


Without any exclusion, all respondents answered (Figure 5.3) that they would recommend the implementation of PMS to other managers. This is, perhaps a clear indication that PMS works well in their departments. Could there be another explanation for this positive response?

Q4. Assuming that you support performance management system, as an ideal, what would you do/recommend as the best way (s) to promote it ?

Figure 5.4 Means of promoting PMS

Managers		
Options	Frequency	Percentage
1. Seek support from top management	2	10%
2. Demonstrate advantages	2	10%
3. Seek employees' support	3	14%
4. Educate other managers	1	5%
5. All above	15	71%
Total	23	110%
Note: Some respondents checked more than one options (10%)		

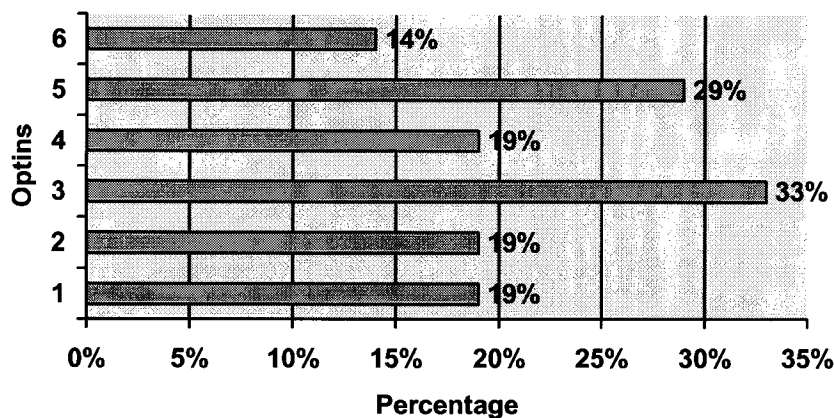


The intention of this question was to find out how can the PMS be promoted in the organization. Fifteen respondents (71%) thought all the factors mentioned in Figure 5.4 were essential for promoting the PMS organization-wide, three respondents (14%) believed the employee support was important, four respondents (20%) in the opinion that top management support and showing the advantages of PMS come first, while only one respondent (5%) thought educating managers helps the promotion.

Q5. What are the difficulties do you expect to influence your own plans to promote / implement the performance Management System?.

Figure 5.5 PMS influential Factor

Managers		
	Options	Frequency
1.	Top management reluctance	4
2.	Old managers / employees	4
3.	Organizational rules / procedures	7
4.	General perception of PMS	4
5.	All above	6
6.	Others, please specify	3
	Total	28
		133%
Note: Some respondents checked more than one options (33%)		

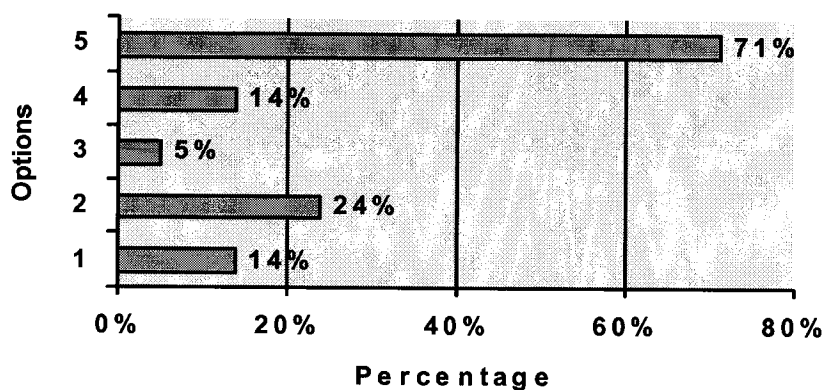


This question was designed to identify the hindering forces influencing the implementation of PMS. Figure 5.5 shows that respondents have spread their answers over all the points nearly equally. Seven respondents (33%) believe that the organizational rules and procedures were the main obstacles, six respondents (29%) thought all the determinants listed in figure 5.5 comprise the barrier. While the answers of the rest of respondents rest in, reluctance of top management, resistance of old managers and employees and the lack of perception of PMS.

Q6. Who are the key contributors of Performance Management System?

Figure 5.6 Contributors of PMS

Managers		
Options	Frequency	Percentage
1. Top management	3	14%
2. Second line management	5	24%
3. Core employees	1	5%
4. Functional employees	3	14%
5. All above	15	71%
Total	27	128%
Note: Some respondents checked more than one options28%)		

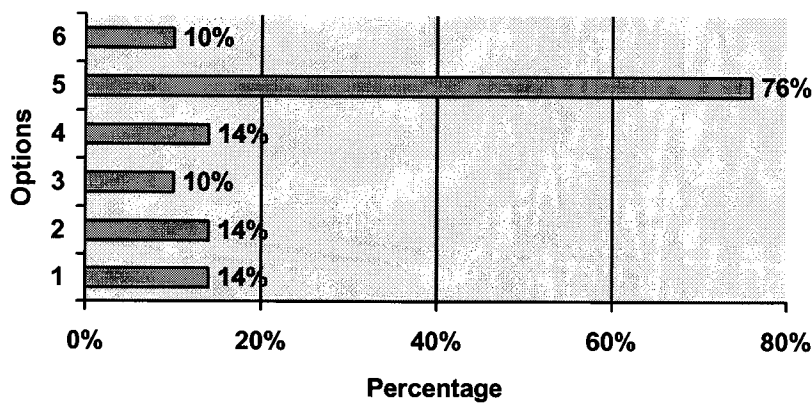


The finding of this question shows that as higher as fifteen respondents (71%) in the opinion that all the workforce top/down were major contributors to the success of PMS. Five respondents (24%) attributed the responsibilities to the line management, six respondents (28%) claimed it is the top management and functional employees who should become the main contributors, while one respondent (5%) attached the responsibility to the core employees.

Q7. What measures would you take to ensure Performance Management success and effectiveness?

Figure 5.7 Success measure of PMS

Managers			
Options		Frequency	Percentage
1.	Educate employees of PMS	3	14%
2.	Clarify/explain the purpose of PMS	3	14%
3.	Managers/employees involvement	2	10%
4.	Implement PMS over phases	3	14%
5.	All above	16	76%
6.	Others, please specify	2	10%
Total		28	138%
Note: Some respondents checked more than one options (38%)			



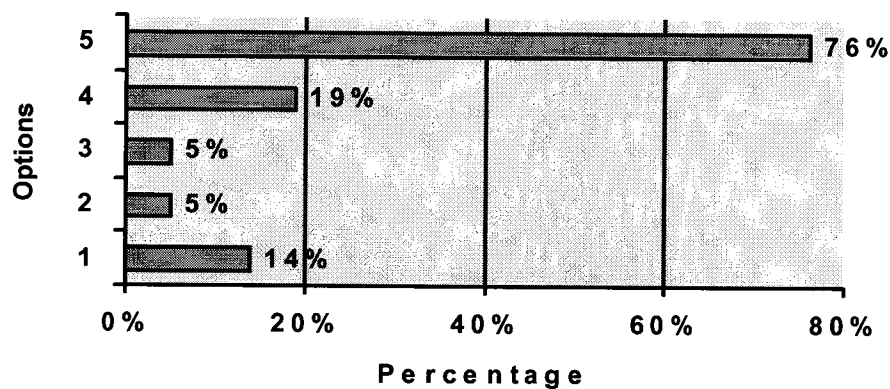
This question tried to focus on the measures managers take to ensure the accomplishment and continuity of the PMS. Sixteen respondents (76%) suggested that all the first four elements in Figure 5.7 were fundamental to the achievement of PMS success, while the answers of the rest were scattered between the options shown above. Additional comments was made by three respondents as follows:

- (1) "Mentoring and make it required (later) and implement control (sample 12)".
- (2) "Continuous training and evaluation (sample 15)".
- (3) "Establishment of an accurate standards (sample 18)".

Q8. How would you involve employees in effecting the Performance Management System?

Figure 5.8 Employees involvement in PMS

Managers			
Options		Frequency	Percentage
1.	Multiple of formal and informal meetings	3	14%
2.	Self evaluation	1	5%
3.	Participation in setting department objectives	1	5%
4.	Two way feedback / communication	4	19%
5.	All above	16	76%
Total			119%
Note: Some respondents checked more than one options (19%)			

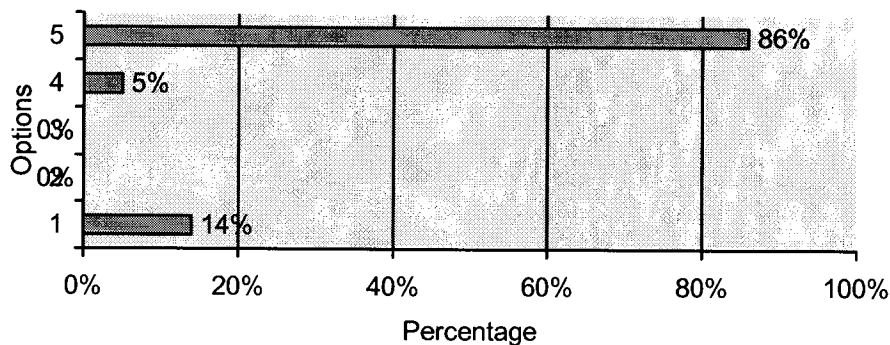


In the following question, it is intended to examine the employees' involvement in PMS issues. Sixteen respondents (76%) were in the opinion that all the factors mentioned in Figure 5.8 were of equal importance, four respondents (19%) thought communication and feedback come first, three respondents (13%) believed employees involvement emerged from having formal and informal meetings, while one respondent (5%) claimed participation in setting up objectives was the issue.

Q9. What are the direct and indirect benefits to organization from Performance Management System?

Figure 5.9 Benefits of PMS

Managers			
Options		Frequency	Percentage
1.	Improve overall productivity	3	14%
2.	Enhance interpersonal relationship	0	0
3.	Avoid repetition of mistakes	0	0
4.	Reflect an accurate job description	1	5%
5.	All above	18	86%
Total		22	105%
Note: Some respondents checked more than one options (5%)			



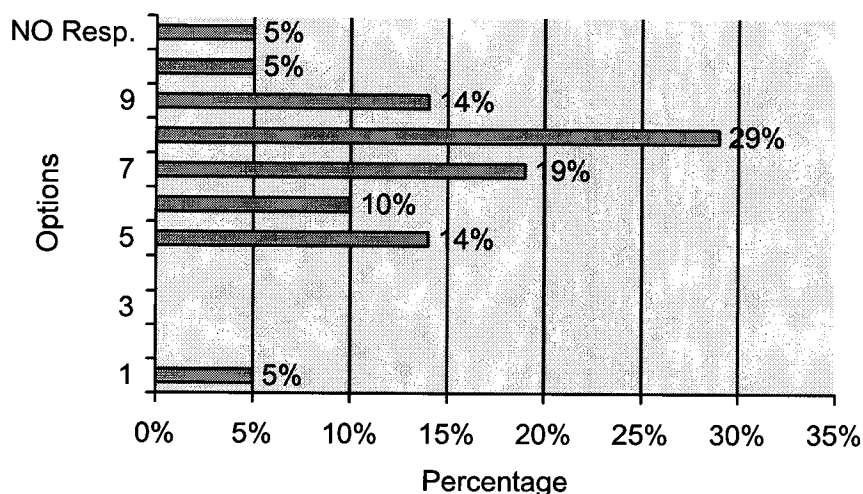
The purpose of this question was to explore the benefits of implementing the PMS in general. The findings revealed that as high as eighteen respondents (86%) believed that all elements listed in the above figure were key benefits resulting from the implementation of PMS, three respondents (14%) thought the only benefit PMS can produce was to improve the bottom line, while one respondent (5%) concluded that the main benefit was PMS linkage to job description. Additional extras was added by three respondents as follows:

- (1) "PMS increases effectiveness/efficiency, employee motivation and employee development (sample 12)".
- (2) "PMS provides a way to identify training needs and plans for employees' development (sample 13)".
- (3) "PMS encourages staff to participate in the directorate's goals and objectives and the decision making process, PMS also enhance job enrichment and enlargement (sample 15)".

Q10. What is the general perception / impression of people currently practicing Performance Management System? 1 = Not good 10 = Excellent

Figure 5.10 The perception of PMS

Managers		
Rating	Frequency	Percentage
1	1	5%
2	0	0
3	0	0
4	0	0
5	3	14%
6	2	10%
7	4	19%
8	6	29%
9	3	14%
10	1	5%
No Response	1	5%
Total	21	101%

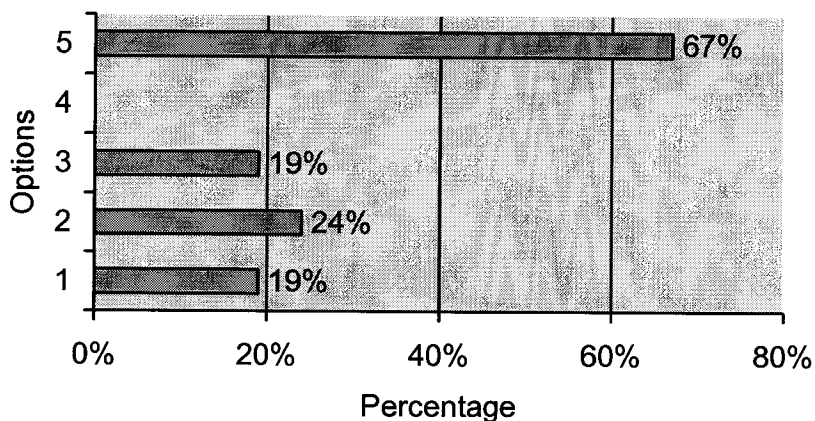


This question endeavored to measure the general perception of PMS amongst those who currently using it, but from their managers views. Considering that in such questions ratings, one to four are not good, and ratings, five to ten range from very to excellent. The findings of this question revealed that nineteen respondents (90%) were in the opinion that their employees' perception of the PMS was in the range from very good to excellent, one respondent (5%) thought the employees' perceptions were not good, while another respondent (5%) refrained to answer. The highest percentage was in rating 8, while the lowest was in rating 1 and 10.

Q11. What in your opinion are the key areas to be addressed in an organization implementing Performance Management System?

Figure 5.11 Key Areas of PMS

Managers		
Options	Frequency	Percentage
1. General and specific standards	4	19%
2. Training and development needs	5	24%
3. Motivation	4	19%
4. Continuous quality improvement	0	0
5. All above	14	67%
Total	27	129%
Note: Some respondents checked more than one options (29%)		

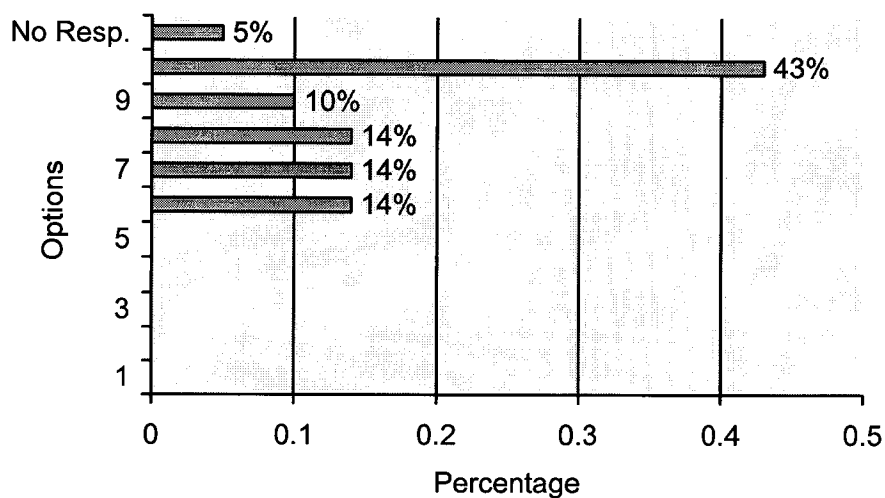


The question revolves around key areas of PMS that need to be covered in the event of introducing such system. Fourteen respondents (67%) thought PMS should cover all the areas specified in Figure 5.11, five respondents (24%) emphasized the need for the training and development needs of the individuals, four respondents (20%) claimed that the focus should be centered on the identification of the general and specific standards and the remaining four (20%) believed motivation was central area.

Q12. Does performance Management System help in any way (s) in reviewing job descriptions ? 1 = Helps little 10 = Helps very much

Figure 5.12 Revision of job descriptions in PMS

Managers		
Rating	Frequency	Percentage
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	3	14%
7	3	14%
8	3	14%
9	2	10%
10	9	43%
No Response	1	5%
Total	21	100%

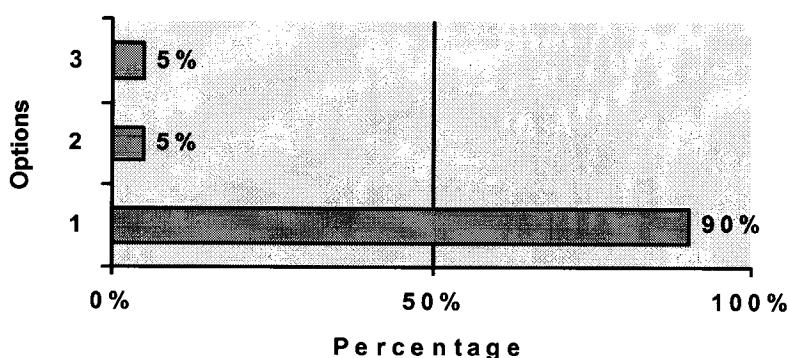


This question attempted to establish if PMS helps in reviewing or correcting job descriptions. Visualizing Figure 5.12, it is very clear that nearly all (twenty) respondents (95%) confirmed that PMS helps in reviewing job description, while one respondent (5%) refused to answer. The highest percentage (34%) was in rating 9, while the lowest (5%) was in rating (no response).

Q13. In your opinion how would you rate the main differences between the currently used Appraisal System and the Performance Management System?

Figure 5.13 Difference between PMS and AAS

Managers		
Options	Frequency	Percentage
1. Significant	19	90%
2. Minor	1	5%
3. Unknown	1	5%
Total	21	100%

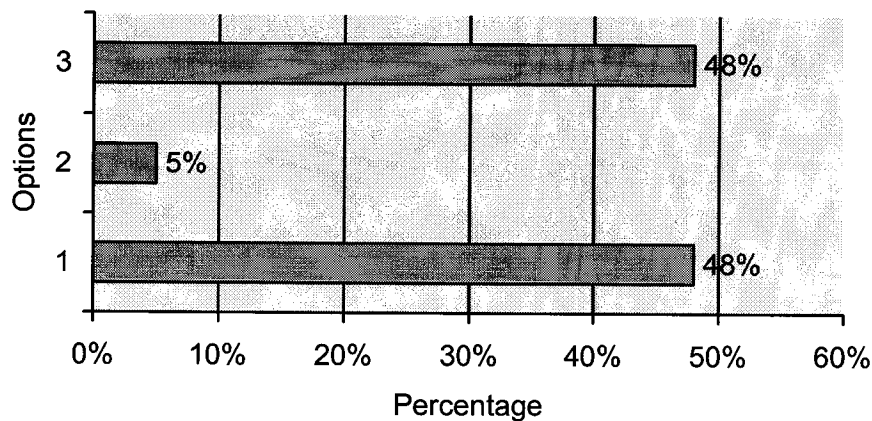


Including this question in the questionnaire was necessary, for the following reasons: (1) to examine managers' perception and understanding of the old performance appraisal system and the PMS, (2) to identify the extent of the difference, and (3) to use the findings of this question as means to proof to other managers and for judging the two systems. The finding of the survey found that nineteen respondents (90%) out of twenty one thought the difference was significant, one respondent (5%) believed that there was very little difference, while the other was not sure of any differences.!!!

Q14. As manager do you see that the proposed performance Management System is sufficient for assessing / Evaluation your employees or do you need to further develop it?

Figure 5.14 Adequacy of PMS

Managers			
	Options	Frequency	Percentage
1.	Sufficient	10	48%
2.	Not Sufficient	1	5%
3.	To be developed	10	48%
	Total	21	101%

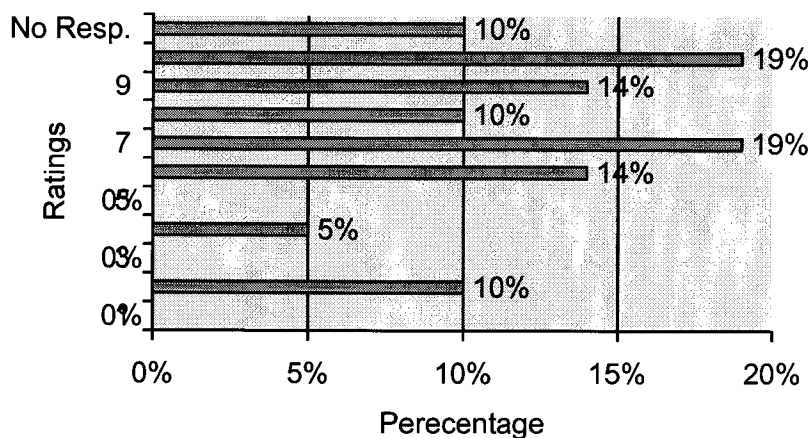


This is an interesting question it aimed to explore the managers' views of the current PMS and find out whether leaving intact or modifying it in future was necessary. The findings were very exciting as the answers somehow were balanced. Ten respondents (48%) thought the current PMS was good enough and they were happy to go on with it, in contrast, ten other respondents (48%) felt the PMS should be developed and it cannot meet the future organizational changes, while one unique respondent believed it was not sufficient. These answers indicate that these managers have long term vision and hence would want to update their performance measurement system to be inline with the organizational changes.

Q15. Generally how satisfied are you with the existing Performance Management System?
 1 = Not satisfied 10 = Very satisfied

Figure 5.15 Satisfaction of PMS

Managers		
Rating	Frequency	Percentage
1	0	0
2	2	10%
3	0	0
4	1	5%
5	0	0
6	3	14%
7	4	19%
8	2	10%
9	3	14%
10	4	19%
No Response	2	10%
Total	21	101%



This question tried to examine how satisfied managers were the PMS. In general sixteen respondents (76%) were very satisfied, three respondents felt unsatisfied, while two decided not to answer the question. In nutshell, the majority of the managers subject to this research expressed their satisfaction with the PMS.

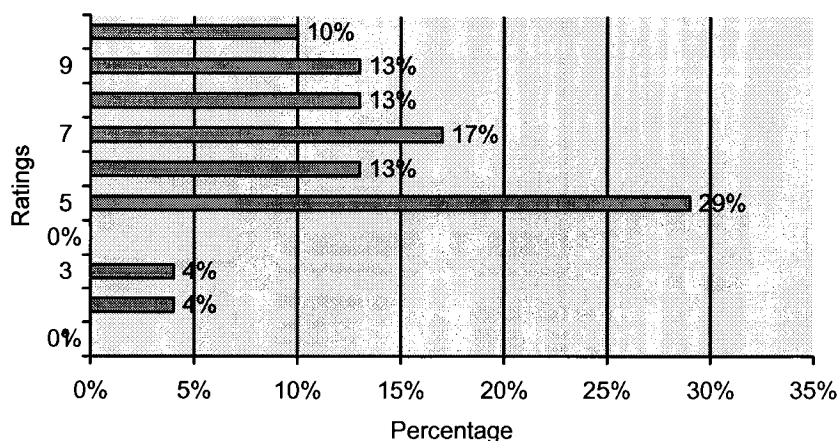
Sub-chapter Two

5.3 Analysis of Questionnaires - Employees

Q1. How would you rate the effectiveness of the Performance Management System on your job? 1 = Ineffective 10 = Very effective

Figure 5.16 Effectiveness of PMS

Employees		
Rating	Frequency	Percentage
1	0	0%
2	1	4%
3	1	4%
4	0	0%
5	7	29%
6	3	13%
7	4	17%
8	3	13%
9	3	13%
10	2	8%
Total	24	101%

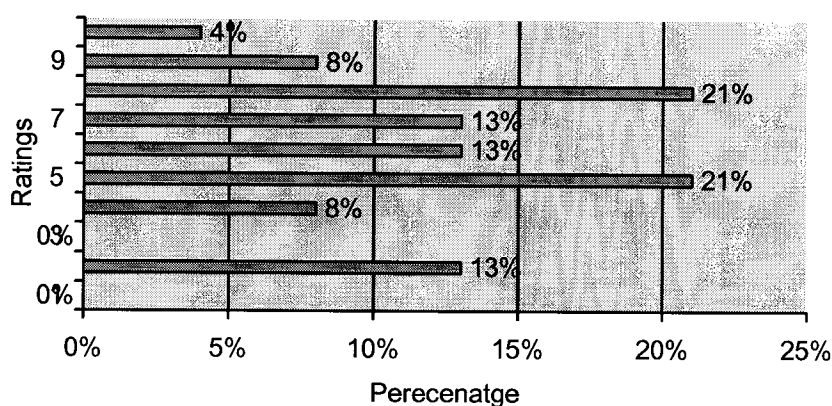


This question reviews the effectiveness of the PMS from the employees view points i.e. did PMS help employees progress through their jobs, did it improve their relationship with their peers or managers etc. It was essential to seek the employees opinions in order to see if they differ from those provided by managers. The findings tell us that twenty respondents (84%) felt the PMS was effective, two respondents concluded that PMS was ineffective, while two other respondents did not answer. The highest was in rating 5, while the lowest was in rating 2 and 3.

Q2. Generally how satisfied are you with the Performance management System?
 1 = Not satisfied 10 = Very satisfied

Figure 5.17 Satisfaction of PMS

Employees		
Rating	Frequency	Percentage
1	0	0%
2	3	13%
3	0	0%
4	2	8%
5	5	21%
6	3	13%
7	3	13%
8	5	21%
9	2	8%
10	1	4%
Total	24	101%

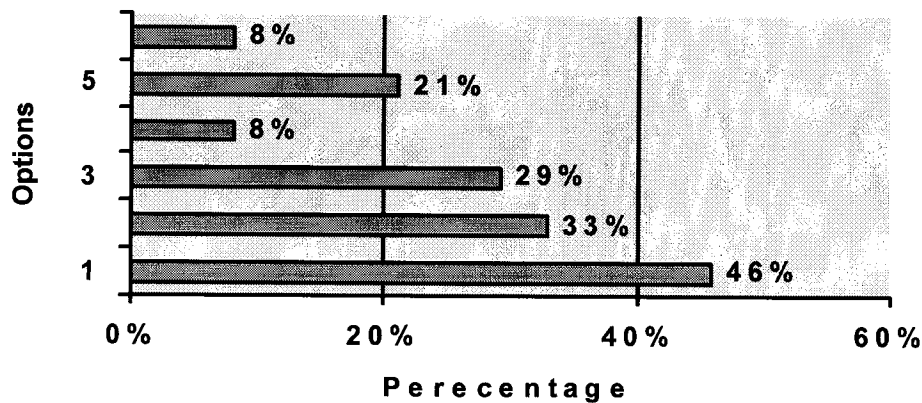


Employees satisfaction to the PMS is particularly crucial element as it is them who will be most affected, hence this question explores their feelings and perceptions towards the PMS. The findings shows that nineteen respondents (80%) were very satisfied, while five respondents (20%) were not pleased. These findings tally with those of question one (figure 5.16) which basically indicates that the PMS is practically achieving its objectives in those directorates. The highest percentage was in rating 5 and 8, while the lowest was in rating 10.

Q3. What benefits have you gained from the implementation of the Performance Management System?

Figure 5.18 Benefits of PMS

Employees		
Options	Frequency	Percentage
1. Access to training programs	11	46%
2. Identification of specific and general work standards	8	33%
3. Improved interpersonal relationship with managers	7	29%
4. Clear path of promotion opportunities	2	8%
5. All above	5	21%
6. Others, please specify	2	8%
Total	6	145%
Note: Some respondents checked more than one options (45%)		



In this question, it was aimed to examine the level of benefits that employees acquired from the implementation of the PMS. Eleven respondents (46%) responded that PMS allowed access to various training programs, eight respondents (33%) found PMS useful as it had help them identify the exact general and specific work standards. Seven respondents (29%), however, confirmed that PMS had indorsed the interpersonal relationships with managers, five respondents (21%) believed that they gained from all the factors listed above. Surprisingly, only two respondents (8%) disclosed that PMS offered them promotion opportunity. Two respondents (8%) identified additional benefits such as:

- (1) "PMS allowed me gain general awareness of the problems and procedures (sample 7)".
- (2) "PMS has given me the opportunity to answer communicate with my manger and others (sample 15)".

Q4. In your opinion what are the major differences you have encountered between the Performance Management System and the Annual Appraisal System?

Figure 5. 19 PMS Vs AAS

Employees	
Sample	Key comments – by all participants
1	• <i>No response.</i>
2	• <i>PMS gave me feedback to understand the specific work standards and had power to get promotion and training courses.</i> • <i>AAS is just an evaluation form to be signed by the director and kept in the employee's file.</i>
3	• <i>PMS is objective based.</i> • <i>AAS is subjective based.</i>
4	• <i>PMS is continuous evaluation (quarterly).</i> • <i>AAS is once a year (forgotten soon).</i>
5	• <i>PMS sets quarterly meeting, improve interpersonal relationship and identify training needs.</i> • <i>AAS, no comments</i>
6	• <i>PMS is taken every month which will give more precise picture of the employee performance.</i> • <i>AAS is only taken once a year.</i>
7	• <i>PME offers distinction of specific and general work standards.</i> • <i>AAS, no comments.</i>
8	• <i>PMS is more specific and accurate, it measures the employees' abilities and work level on continuous basis.</i> • <i>AAS is opposite to PMS and most of the time abuses the employee's right and fairness.</i>
9	• <i>No response.</i>
10	• <i>No response.</i>
11	• <i>In PMS the employee can prove his ideas and opinions about the work and can be advised so he will be improved quickly and much better than AAS system.</i>
12	• <i>PMS is better than AAS, because it puts the trainee in a challenge with himself to perform better.</i>
13	• <i>In my opinion PMS is better than AAS in evaluating the training, but PMS is</i>

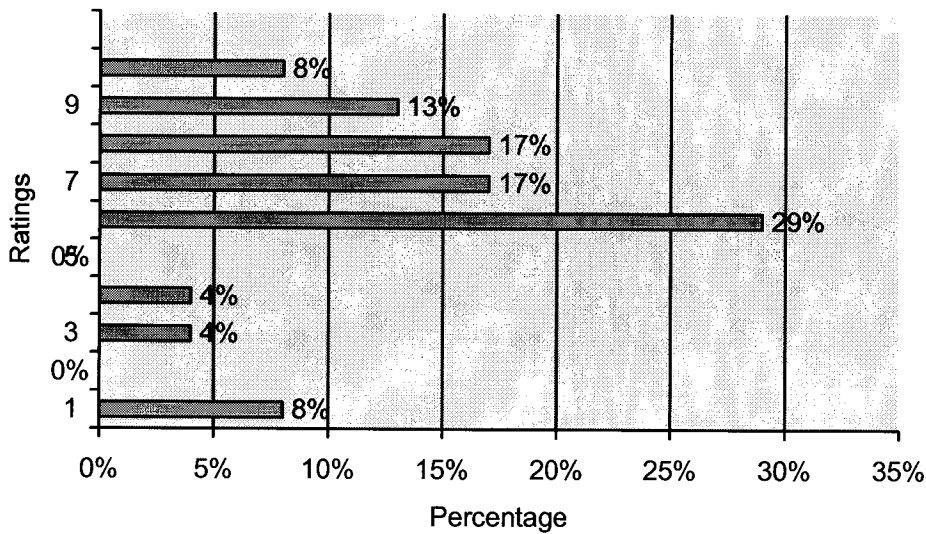
	<i>still not enough to follow the training needs.</i>
14	• <i>PMS is linked to the career of progression, active and organized.</i> • <i>AAS?</i>
15	• <i>No difference.</i>
16	• <i>PMS has more details than the AAS.</i>
17	• <i>PMS is a continuous monitoring.</i> • <i>AAS is one time every year, so it is difficult to cover the whole year work and activities.</i>
18	• <i>I did not tried that AAS, but I think evaluation every three months id better than every year to keep follow up and it gives better chance to deal with a lot of problems that the trainee may face.</i>
19	• <i>AAS makes clear evaluation of employee whereas PMS lacks any clear evaluation.</i>
20	• <i>For me no difference.</i>
21	• <i>PMS = access to training programs, clear path of promotion opportunities and improve interpersonal relationship with managers.</i>
22	• <i>PMS focuses on prioritizing and achieving the planned goals, very specific in the job and more frequent meeting with managers.</i>
23	• <i>In PMS it is easier to solve our problems and faster than AAS.</i>
24	• <i>PMS is based on continuous evaluations.</i> • <i>AAS is a once of evaluation.</i>

This open-ended question was purposely included in an attempt to obtain realistic opinions on the part of the employees concerning the key differences on both the PMS and the AAS. The statements in figure 5.19 were extracted from the questionnaires and represent the exact wordings of the respondents. The findings found that seventeen respondents (70%) were somewhat aware of the main differences and briefly highlighted the key elements of both systems. Three respondents (13%) did not answer, however, two respondents believed that there was no difference at all between PMS and AAS, while one respondent (4%) concluded that AAS was better, and one respondent (4%) claimed that he did not use the AAS.

Q5. Does the Performance Management System provide you with some autonomy to discuss your performance and goals with your manager?
 1 = Little autonomy 10 = Much autonomy

Figure 5.20 Autonomy of PMS

Employees		
Rating	Frequency	Percentage
1	2	8%
2	0	0%
3	1	4%
4	1	4%
5	0	0
6	7	29%
7	4	17%
8	4	17%
9	3	13%
10	2	8%
Total	24	100%

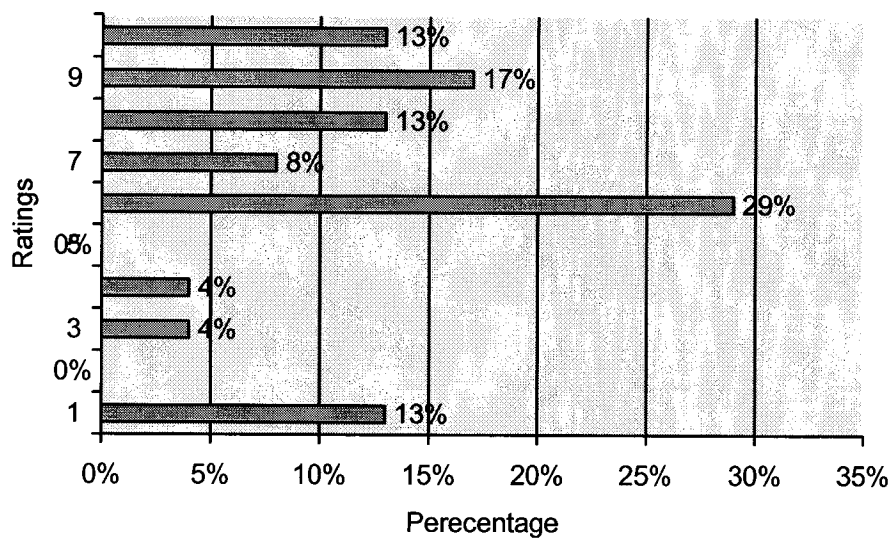


Twenty respondents (84%) claimed that PMS offers them great deal of autonomy to discuss their performance and hence goals with their managers, while four respondents (16%) stated PMS them offers very little autonomy. The highest percentage (29%) was in rating 6, while the lowest (4%) was between rating 3 and 4.

Q6. Does Performance Management System help you identifying the areas that needs development in your job? 1 = Helps very little 10 = Helps great deal

Figure 5.21 PMS Vs development needs

Employees		
Rating	Frequency	Percentage
1	3	13%
2	0	0%
3	1	4%
4	1	4%
5	0	0%
6	7	29%
7	2	8%
8	3	13%
9	4	17%
10	3	13%
Total	24	101%

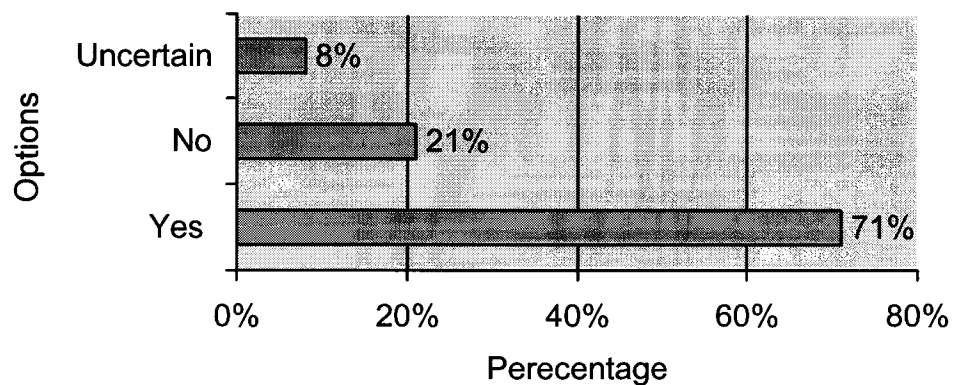


As high as nineteen respondents (79%) acknowledged that PMS helps them recognize their weaknesses and areas that need to be developed, while five respondents (21%) confirmed that PMS offers them very little help in distinguishing areas that needs further development in their jobs. The highest percentage (29%) was in rating, while the lowest (4%) was between rating 3 and 4.

Q7. Do you think that the Performance Management System is linked to your career progression?

Figure 5.22 PMS linkage to career progression

Employees		
Options		Percentage
1.	Yes	71%
2.	No	21%
3.	Uncertain, please specify	8%
Total		100%

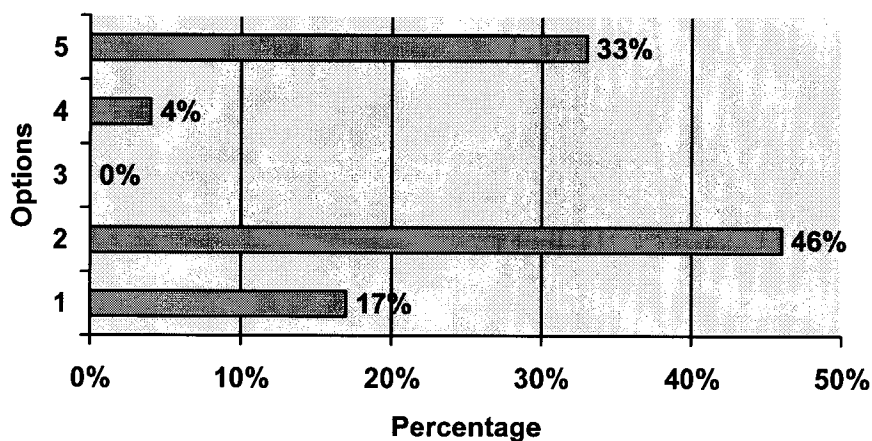


This question aimed to establish whether or not the PMS realistically caters for career advancement. Interestingly, seventeen respondents (71%) concluded that PMS was linked to their career progression, five respondents (21%) believed that PMS has nothing to do with their career betterment, while two respondents (8%) were not sure. The findings of this question conflict somehow with the findings of question 3 (option 4), as only two respondents (8%) selected this option.

Q8. Since the implementation of the Performance management System, how often do you meet your managers formally/informally ?

Figure 5.23 Frequency of meeting in PMS

Employees		
Options	Frequency	Percentage
1. Monthly	4	17%
2. Quarterly	11	46%
3. Six monthly	0	0%
4. Yearly	1	4%
5. Very frequently	8	33%
Total	24	100%



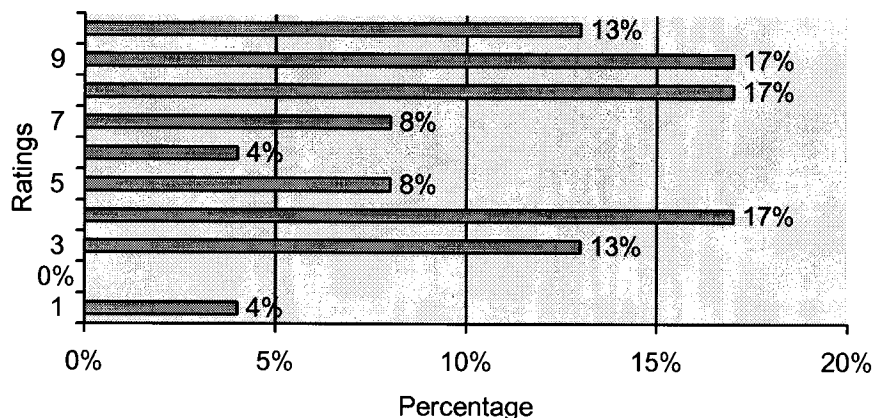
Often managers pretend that they implement PMS adequately, this question tried to shed the light on such a claim thus, it sought employees' opinions directly. The findings were very exciting, eleven respondents (46%) acknowledged that they meet their bosses on quarterly basis, eight respondents (33%) claimed that they meet their managers very frequent (frequently means less than once month), four respondents (17%) confirmed that the meetings were on monthly basis, while one respondent (4%) stated he only meets his manager once a year.

Q9. Dose the Performance Management System assist you in enhancing your interpersonal relationships with your colleges and managers?

1 = Assist very little 10 = Assist much

Figure 5.24 Interpersonal relationships in PMS

Employees		
Rating	Frequency	Percentage
1	1	4%
2	0	0%
3	3	13%
4	4	17%
5	2	8%
6	1	4%
7	2	8%
8	4	17%
9	4	17%
10	3	13%
Total	24	101%



The intention of this question was to measure the interpersonal relationships between employees and their peers and employees with their managers. Only two thirds (sixteen) of the respondents (66%) acknowledged that PMS help them create better relationship with their peers and managers, while one third (eight) respondents (34%) claimed PMS has very little effect on enhancing the interpersonal relationships. The highest percentages (17%) were in rating 4, 8 and 9, while the lowest (4%) were in rating 1 and 6.

Q10. What do you most like and dislike about Performance Management System?

Figure 5.25.1 Admired elements in PMS

Employees		
Options - "LIKE"		Percentage
1.	Informal meetings	21%
2.	Participation in setting goals	50%
3.	Frequency of meeting	21%
4.	Linkage to promotion	33%
5.	All above	21%
6.	Others, please specify	4%
7.	No response	8%
Total		158%
Note: Some respondents checked more than one options (58%)		

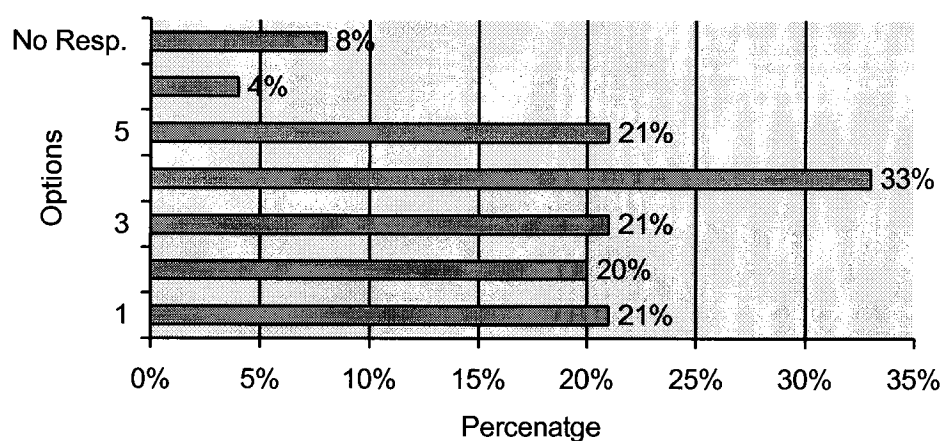
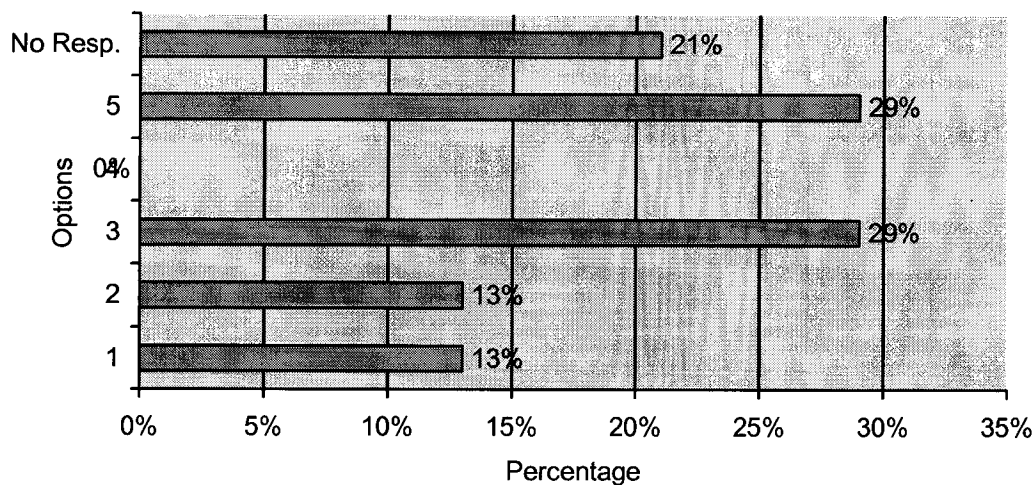


Figure 5.25.2 Disliked elements in PMS

Employees		
Options - "DISLIKE"		Percentage
1.	Formal meetings	13%
2.	Indicates weaknesses	13%
3.	Links time to projects	29%
4.	Linkage to career development	0%
5.	Non of above	29%
6.	No response	21%
Total		105%
Note: Some respondents checked more than one options (0.5%)		



This question was constructed to measure the extent of acceptance on the part of employees to the PMS. It contains two distinctive segments (the first deals with issues that employees may admire “like” as in Figure 5.25.1 and the second deals with those issues that maybe resented “dislike” as in Figure 5.25.2).

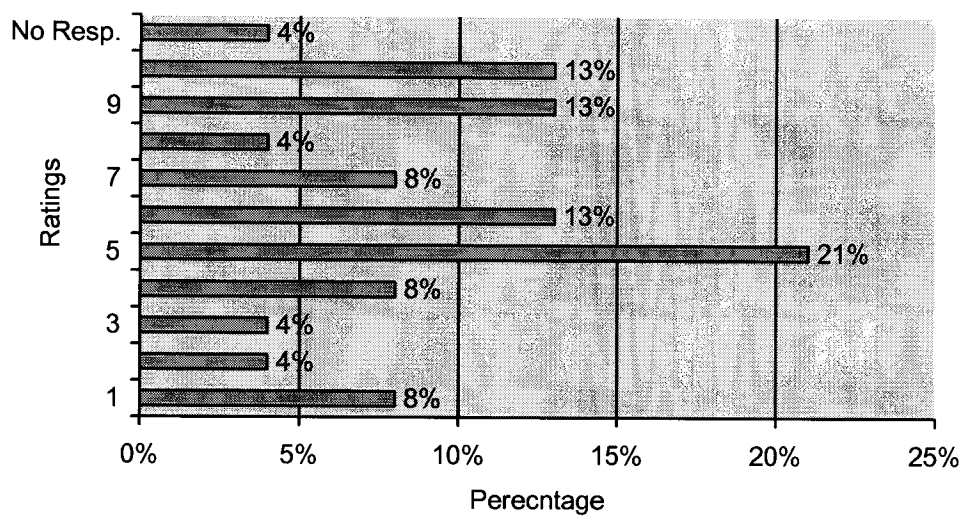
The findings of survey on segment one (like) found that twelve respondents (50%) claimed that they admired participating in goals setting, ten respondents (42%) were pleased with the notion of informal meetings. Eight respondents (33%) acknowledged that they liked the PMS linkage to promotion, and the frequency of meetings, five respondents thought they liked all the points listed above.

The findings of the second segment (dislike) however, showed that seven respondents (29%) did not like linking time to projects, seven other respondents (29%) claimed that all the points listed in figure 5.25.2 were not acceptable, six respondents (26%) found formal meetings and highlighting weaknesses were unacceptable, while five respondents (21%) did not answer,.

Q11. Has your productivity and feeling of an ease increased since the implementation of Performance Management System? 1 = Very little 10 = Very much

Figure 5.26 Feeling and productivity in PMS

Employees		
Rating	Frequency	Percentage
1	2	8%
2	1	4%
3	1	4%
4	2	8%
5	5	21%
6	3	13%
7	2	8%
8	1	4%
9	3	13%
10	3	13%
No Response	1	4%
Total	24	100%

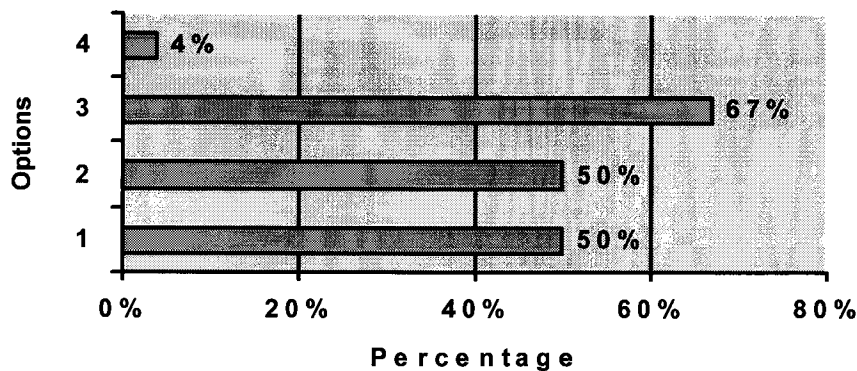


This question intended to establish if PMS helps employees enjoy conformable atmosphere and increase their performance. The findings revealed that seventeen respondents (70%) believed that the work climate has improved and performance has increased since the implementation of PMS. However, six respondents (24%) confirmed that PMS has no effects on creating amicable work environment and did not contribute to increasing the employees' performance, while one respondent (4%) did not answer. The highest percentage (21%) was in rating 5, while the lowest (4%) was scattered between 2,3 and 8.

Q12. What suggestions/recommendations would like to add to better improve the Performance Management System?

Figure 5.27 Employees' recommendations to improve the PMS

Employees		
Options	Frequency	Percentage
1. Greater employees involvement	12	50%
2. Some level of autonomy in decision making	12	50%
3. Educational session about PMS	16	67%
4. No suggestion / recommendation	1	4%
Total	42	171%
Note: Some respondents checked more than one options (71%)		



This question was designed to attract employees to come up with suggestions and also to examine if the PMS message had been delivered to those employees adequately. The result spells out some very interesting indications about the PMS. Sixteen respondents (67%) believed that employees should be well educated about the PMS through maybe training sessions, twelve respondents (50%) suggested that employees should be given greater involvement in PMS, while another twelve respondents (50%) recommended that employees should be given certain level of autonomy in the decision making process. One respondent (4%) claimed that no suggestions were necessary. These findings suggest that the PMS objectives have not been transmitted to the majority of employees.

Q13. What in your opinion are the key areas to be addressed in an organization implementing Performance Management System?

Figure 5.28 Elements of PMS

Employees		
Options	Frequency	Percentage
1. General and specific standards	2	8%
2. Training and development needs	6	25%
3. Motivation	8	33%
4. Continuous quality improvement	5	21%
5. All above	15	63%
6. No response	1	4%
Total	37	154%
Note: Some respondents checked more than one options (54%)		

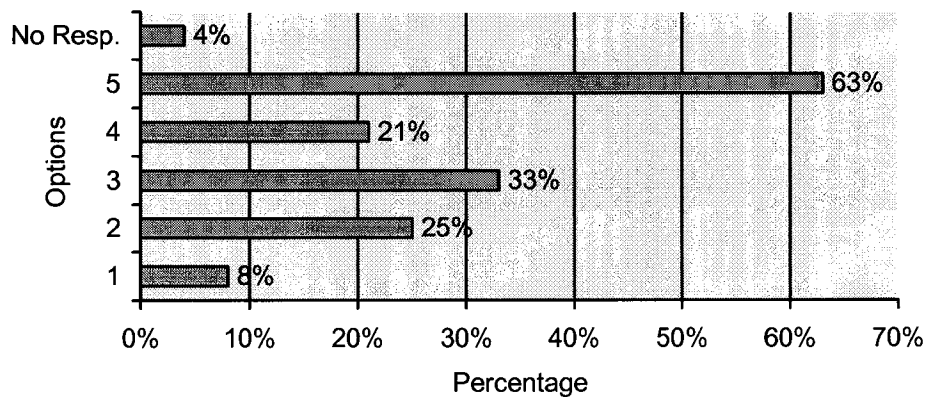
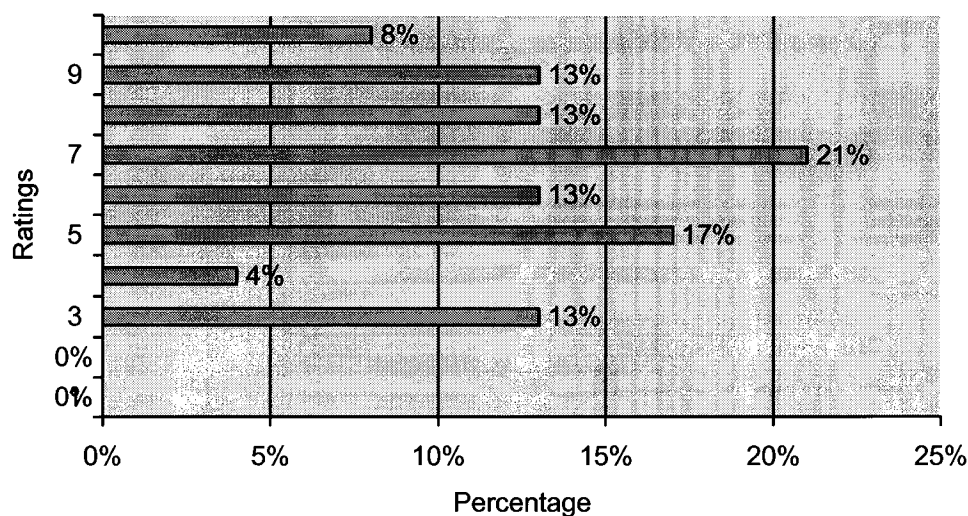


Figure 5.28 shows that fifteen respondents (63%) thought that all the points listed in this figure should be addressed in the event of implementing PMS, eight respondents (33%), however, believed that the main issue was motivation, six respondents (25%) suggested that training and development needs come first. Five other respondents (21%) claimed that the continuous quality improvement was important, two respondents (8%) confirmed that setting up general and specific standards was the only issue to be addressed, while one respondent (4%) declined to answer.

Q14. Does Performance Management System help in any way (s) in reviewing your job description? 1 = Helps very little 10 = Helps very much

Figure 5.29 Revision of job descriptions in PMS

Employees		
Rating	Frequency	Percentage
1	0	0%
2	0	0%
3	3	13%
4	1	4%
5	4	17%
6	3	13%
7	5	21%
8	3	13%
9	3	13%
10	2	8%
Total	24	102%

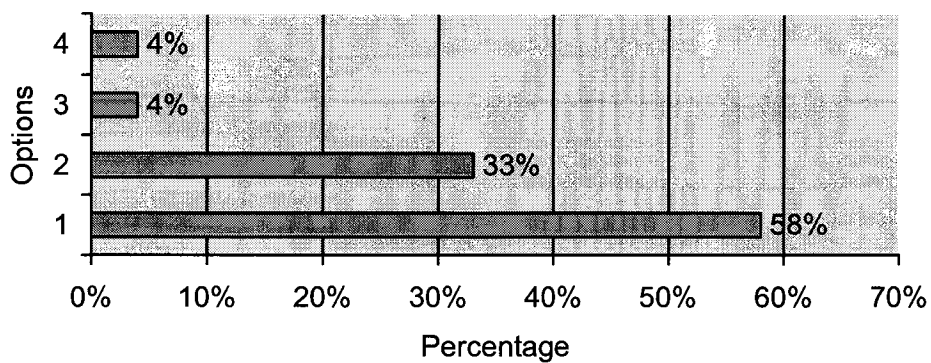


This question attempted to explore the relationship between PMS and the identification of job description. As high as twenty respondents (83%) acknowledged the PMS helps them review their job description, while four respondents (17%) believed PMS did not help them in this regard. The highest percentage (21%) was in rating 7, while the lowest (4%) was in rating 4.

Q15. In your opinion what do you think are the main differences between the currently used Appraisal System and the Performance Management System?

Figure 5.30 Difference between PMS and AAS

Options		Frequency	Percentage
1.	Significant	14	58%
2.	Minor	8	33%
3.	None	1	4%
4.	No response	1	4%
Total		24	99%



The purpose of this question was to examine the employees' general awareness of the two systems (PMS and AAS) and also compare their answers to those of the managers. Interestingly, fourteen respondents (58%) believed there was great difference, eight respondents (33%) claimed that the difference was very little, one respondent (4%) thought there was no difference at all, while one respondent (4%) declined to answer.

Sub-chapter three

5.3 Analysis of Interviews

This sub-chapter reviews and to some extent compare the data delivered from different informants, who mirrored their personal experiences grounded on their own knowledge and perception of the PMS. The data was formulated in the forms of tables that show the informants opinions in their own words. The data have been summarized to reflect only the key statements of the interviewees relating to subject.

This sub-chapter will discuss five fundamental questions revolving around the understanding and implementation of the PMS within MOH. The research covered eleven different managers or supervisors from three directorates where PMS is partially implemented.

Question 1: In general can you please tell me, what do you know about the Performance Management System?	
Interviewees	Key statements
DT	<i>Performance management is an approach and it is a system which can be used by managers to improve the performance of their employees and it is an approach in which we can aim towards continuous quality improvement. One of the benefits of PMS is that it provides continuous feedback to the employees and forms a basis for identifying training and the development needs of the employees.</i>
HTD	<i>The actual system that we have designed here has several elements to it. One is employee supervisor co-operation, both worked together to design the performance standard form which fits exactly to the job the employee is suppose to do. We don't just use the job description we design an individual form for each employee. The second one that the form has to fit the work, it has to be a reflection of the work that is going on, it has to be accurate. We have built in the need for formal and informal feedback on a regular basis, informal I think is just as important as formal.</i>
DEM	<i>PMS, as I understand is a way of doing work the right way. To me also it is clearly identifying the key resort areas of the employees and agreeing on a set of standards where the employee has to perform his work.</i>
PMSP	<i>PMS helps provide better job opportunities for the employees, it provides a better relationship between the employee and the superior, it provides a better working environment.</i>
HMCP	<i>PMS as I see it will aim to increase the efficiency and effectiveness of the employees that will cause the performance of the organization to increase. The PMS is a mechanism or system whereby employees and supervisors sit together, this process has to be on a regular basis rather than the once a year or something like that so this continuous process can be once every three months.</i>

HCEN	<i>PMS the way we see it in the nursing continuing education it's a system where it takes a point of contract between two people who is the manager and the employee. The system itself is a type of evaluation where it needs a mutual understanding of both parties to reach a decision of agreement upon several issues related to the standard of performance of the employee.</i>
CES	<i>First I come to experience PMS when I joined the directorate of training in 1993. They were practicing this system here in the directorate of training and this is what my supervisor intended to do with me.</i>
SQAS	<i>This system is continual watching of the employee's performance based on criteria related to the subjects which is performed by the employee. PMS allow you to double up and perform your general and specific standards relating to your job descriptions and your responsibilities in the work.</i>
IMS	<i>The PMS is a system set to, set some criteria regarding the specific and general standards. PMS also can initiate many formal and informal meetings.</i>
SNI	<i>We use PMS to improve services given by our employee to the department. And we use it to improve the quality total quality of the services to our provider.</i>
CHCP	<i>It is about our job description and what we are doing, and it is evaluation about our duty. Also we are putting our goals for every three months, so after three months when we are meeting our supervisor we will discuss the goals.</i>

The results indicate that six informants (54%) focused their answers on two elements of the PMS those are (the frequency of formal/informal meetings and setting up specific and general standards) three informants (27%) thought that PMS helps employee improve their performance and it was a means for providing feedback and identifying development needs, one of the informants described the PMS as “continually watching instrument”. One informant (9%) concentrated on the continuous quality improvement, while one informant (9%) centered his talks around the performance related-pay. In short, it appeared that the majority of the interviewees believed that the PMS was merely a task-related system and was concerned with the output of employees.

Question 2: Can you talk about how do you use PMS in your organization and does PMS help Bahrainization (Localization) plans?	
Interviewees	Key statements
DT	<i>In this organization we have used PMS since four years now and we have been one of the first organization in the ministry of health to use it. We have used PMS as a way for localisation and rationalization in two major directorates. That is the Directorate of Engineering and Maintenance and the Directorate of Medical Equipment Maintenance.</i>
HTD	<i>I guess in terms of localisation I use PMS to continually try to develop each staff member. By that I mean, helping them learn to do more challenging difficult jobs in the future than they are able do today. So through PMS we set goals for actions and improvement and the person sometimes needs my help in learning how to do that task.</i>

DEM	<i>I told you earlier we implemented PMS as a pilot study, implemented it only partially and to be frank we have been a bit sort of cautious about it. We implemented it in a smaller group and that smaller group has high technical staff. I don't see very much why you have to look at localisation and Bahrainisation to me this is not the issue.</i>
PMSP	<i>Well the current PMS implemented in this organization depends on what we call training the superior and subordinates. I can't see that there is a link between the two because these are two different courses.</i>
HMCP	<i>Well when we started the PMS the organization and the employees and the expatriate employees had great expectations of the PMS. So even for example in my department beside expatriate employees we have also Bahrainis employees and we used to have some more expatriate employees and the system was to include all our employees</i>
HCEN	<i>The system that we follow in the nursing continued education regarding the PMS, each supervisor evaluates the subordinate. For example in our section we have the head of the nursing continuing education, I do the performance management for the nursing coordinators of each section.</i>
CES	<i>My supervisor do according to my job description both of us put standards for my job. According to that standards I set or we decided on a date where we will meet and each one separately decided about this standards.</i>
SQAS	<i>Well currently we don't have defined criteria for PMS., I tried to implement it on my five employees. Even though the directorate is not implementing the system, It is a very good system to identify the skills required to replace expatriate.</i>
IMS	<i>We are using the PMS system now to deal with our staff standard and to improve their standard also. It will be useful to replace the some expatriate.</i>
SNI	<i>We plan for PMS from the beginning of each year for example this year I asked the nurses to schedule a timetable for me when we can do it.</i>
CHCP	<i>I use PMS twice for my employee, my instructors, but for myself my superiors she use it a few times. We sit together we put the goals for myself, and every three months we are sitting to discussing. PMS helps for Bahrainisation because I feel that if I am meeting my goals and doing my job at excellent level so I can fill in the future any higher positions which is filled now by the expatriate.</i>

This question consists of two important parts, the first deals with the implementation of PMS and the second is concerned with the relationship between PMS and the Bahrainization plans. The findings suggest that the informants had different understanding and/or perception of PMS implementation.

Part one – implementation of PMS

Four informants (36%) thought that PMS was implemented to evaluate employees' performance, two informants (18%) strongly believed that PMS implemented to help develop employee and improve the organization's bottom line, two other informants (18%) claimed that PMS was established to set up and improve work standards. And two informants (18%) answers were irrelevant to the first part of the question.

Part two – PMS links to Bahrainization

Eight informants (72%) acknowledge that PMS was central to the Bahrainization plans and provided vital examples in at least two of the directorates, two informants (18%) concluded that PMS had no links to the Bahrainization plans, while one informant (9%) answer was not clear.

Question 3: Have you experienced any kinds of major obstacles, problems, resistance or reluctance from the management or employees as result of introducing?	
Interviewees	Key statements
DT	<i>In terms of obstacles and difficulties I think one of the difficulties is that you need to have the top manager of any department and directorate to be convinced about the system and should be persistent in following up with the heads of sections that this is implemented</i>
HTD	<i>I don't think there's reluctance or resistance to this concept. My experience all over the people we are using this with agree with it philosophically and like using it as we said in some of training documents that we are using.</i>
DEM	<i>We didn't because we started it in a very limited situation where we do not have very old people and we did it purposely to be sure it works out for us very well before we start spreading over the whole directorate.</i>
PMSP	<i>They don't say now because it involves change, performance management involves change, either to change the procedure as I said or the doing work or doing things. So they see it as a burden for them, extra work very possible and fear of the incompetence in this work. So they reject it but it works fine if you compensate them.</i>
HMCP	<i>Well even the employees have said it is self perpetual it is an organization that is in the process of producing a rule and practice and there is resistance to that process. So our organization has no exception to that there are some employees that find exception to that and resistance to that process. But with the time you know they have accepted that the system.</i>
	<i>the older employee feel that we are interfering with the nitty gritty things of the job. We're giving the intention that we are reaching to the border of strictly of</i>

HCEN	<i>the security of the employee. That point the employee feels a bit reluctant that as a supervisor, I am a supervisor as well, why my supervisor need to interfere to that extent.</i>
CES	<i>I think the problem that I faced it is a personal problem. I am not assertive enough, and an employee who is not assertive enough has to agree on what the supervisor say or can't depend upon her thing.</i>
SQAS	<i>Yes I found some staff reluctant to what can I say to accept this system but by time I find it more acceptable for them.</i>
IMS	<i>At the beginning when we tried to introduce the system we had some problem with higher management.</i>
SNI	<i>Actually I did not face any problem to staff I have because on a mutual basis we discuss. But when my supervisor first time did for me I had some difficulty myself doing it because I thought I had exceeded the standard myself when put for me one, two and three.</i>
CHCP	<i>I do not remember so much things about the problems facing me.</i>

It had been generally perceived that middle management (departmental) often pose obstacles to generalizing PMS in their directorates, therefore the purpose of this question was to examine this hypothesis and workout the originating source of the resistance and/or reluctance to the implementation of PMS. Interestingly, the findings tell us that five informants (45%) believed that employees were the main obstacle to the accomplishment of the PMS, four informants (36%) confirmed that they did not experience any reluctance from any part, one informant (9%) believed that the obstacles were generated by the middle managers, while one informant (9%) answer was not clear.

Question 4: How can PMS help your organization effectiveness and efficiency in general and Your department in particular?	
Interviewees	Key statements
DT	<i>I think PMS can help in identifying what are the key improvement areas we want to focus on. Because using this system you can identify what are for example the problems and weaknesses within your organization and then set up a quality improvement group or system to improve that area. So I feel this is a major advantage of using PMS for our department.</i>
HTD	<i>It helps the employee know what his or her job roles are so they are working on the right things they are not off doing certain things that are low priority when other high priority activities should be undertaken. So that helps them know what there roles are within the section and we try to make the connection also to show these people how their roles fit into the bigger task or bigger roles of the organization</i>
DEM	<i>I think performance management is a very good way to do it Most important I think that will make our people really feel they are in a partnership here, you do not order them to do something it is something that they are willing to do themselves.</i>

PMSP	<i>First a person understands his role fully, understands his responsibility either general or specific and he or she is compensated to that point it's the same thing. PMS in everywhere particularly in Bahrain has a point to compensate the people.</i>
HMCP	<i>PMS should be about improving the efficiency and effectiveness of employees. And as a result the efficiency and effectiveness of the department. So when PMS goes to both individuals and employees also it can help other departments to improve their productivity.</i>
HCEN	<i>In a way that with the application of PMS there are sets of standards. Number one, which begins with a clear cut for the employee to be in picture and with his agreement that these are the standards out of the job description. Number two, because of these standards we have to show the priority how priority is the standard at that time of evaluation.</i>
CES	<i>PMS helps me, I think when you hear someone else evaluating you truly or honestly, first you will know that you have some problem and you have to try to solve it in your performance.</i>
SQAS	<i>Well this is obvious as every employee and supervisor knows what exactly he must do general and specific standards of his job and job descriptions. PMS is a continuous developmental factor for the organization, and I think the whole ministry.</i>
IMS	<i>when we have introduced this system the productivity has increased and mistakes decreased and a lot of time is saved. introducing the said system the teamwork has improved.</i>
SNI	<i>It improves quality of the service.</i>
CHCP	<i>I think it will help me to improve my section of the primary health care department for continued education.</i>

This question was designed to explore the contribution of PMS towards improving the employees and organizations performance. The findings revealed that four informants (36%) thought that PMS has explicitly improved the quality of performance of the employees and hence the organization, three informants (27%) claimed that PMS help them distinguished the exact responsibility and clearly identified the general and specific work standards. Two other informants (18%) believed PMS uncovered the hidden problem and weaknesses, one informant (9%) confirmed that PMS prioritized activities, while interestingly, one informant (9%) disclosed that PMS created a sense of partnership between the employee and the organization.

Question 5. Who do you think should support the implementation of the PMS?	
Interviewees	Key statements
DT	<i>I think the major driving force will be from the Civil Service Bureau (CSB) because to my understanding the CSB has developed a whole manual on how to go about PMS and we will use it as an example in preparing the manual. I think once there are directions from the top then all ministry's will have to use the system.</i>
HTD	<i>Going forward here in the next couple of years I don't see that the future is very bright in that sense. It's going to take some really strong leadership from directorate of personnel and perhaps other areas to institutionalize this system and to say that policy now is that all managers, supervisors must implement the performance management system.</i>
DEM	<i>I expect the support from the top management.</i>
PMSP	<i>Well it means first of all top management commitments without top management commitment the project will fail. Now it has to be committed from top to bottom also, From the other side CSB has to push.</i>
HMCP	<i>First of all the top level management has to support it and the systems.</i>
HCEN	<i>Support should come from all directions. Number one the support of the authorities. Number two, we have to have that the change agent, the one who's going to go into the system and orient people towards the system, should have a strong belief that is the system that is for the benefit of the employee, and for the benefit of the organization.</i>
CES	<i>High authority people in the ministry of health has to support it the performance management and secondly all the employee and the supervisors have to be familiarized with the system</i>
SQAS	<i>I feel that top management should participate and encourage the supervisors and managers to implement this system.</i>
IMS	<i>The support has to come from the top management</i>
SNI	<i>The support should come from the employees themselves and maybe a higher level from the minister.</i>
CHCP	<i>I think all the categories, from top manager, mid line manager, either as well as the employees.</i>

Without any exception, all the informants (100%) solidly believed that in order for PMS to be implemented successfully throughout the Ministry top management support and commitment has to be granted. Two informants (18%) added that Civil Service Bureau (CSB) support would be essential.

Chapter 6

CONCLUSION & REFLECTION

6.1 Conclusion

This research is directed to examine the perceptions and opinions of a selective number of employees on the term Performance Management System (PMS) in the Ministry of Health in Bahrain in order to workout if PMS had contributed to improving the performance of both individuals and hence the organization and also to briefly highlight the main difference between the PMS and traditional annual performance appraisal system (AAS).

In general, the research indicates that there has been some improvement in those directorates where PMS has practically been implemented. This was obvious from the data collected and the respondents answers. The findings also revealed that there was a notable difference between the two systems where PMS was thought to be much better in terms of improving performance, interpersonal relationship, and career development from both managers and employees perspectives.

6.1.1 Managers

The findings of this part generally, show that (80%) of the managers were satisfied with the PMS in its current form. 73% seemed to be in the opinion that the future of the PMS range from good to very good, provided that the objectives were clearly clarified, active participation were facilitated and staff were kept continuously informed of changes or developments. It is also possible to say that the vast majority of the managers (86%) were commonly convinced that PMS has effectively established tangible benefits such as improvement of individual and organizational performance, accuracy of job descriptions and narrowing the gaps between the employees and their managers and finally helped to create an amicable work atmosphere. However, 62% of the mangers believed they experienced difficulties originated from organization's rule and procedures, staff and management during the implementation of the PMS.

The results of the research showed that only small number of managers appeared to be familiar of the PMS aspects and its ultimate objectives, the majority, however, seemed to be aware of only some aspects of the PMS such as the setting up of goals and frequency of meetings.

6.1.2. Interviews

We understand from the informants' responses that the PMS is still in its rudimentary stage although one directorate (the directorate of Training) claimed that the PMS was established some three or four years ago. In general, the findings revealed some good thoughtful insights about the PMS, the majority covered the topic area in a prominent manner, however, the emphasis was focused only on few elements of the PMS. These were broadly defined as: continuous training and development, frequency of formal and informal meetings and setting up general and specific work standards.

6.1.3 Employees

The data analysis of this part demonstrates some interesting but conflicting answers. In one hand 84% of the employees considered the PMS as very effective and 81.5% expressed their satisfaction with the system and declared that they gained valuable benefits which were ranging from having access to different training courses to the identification of their specific and general goals. While (84%) went a bit further to confirm that PMS gave them a great deal of autonomy, 79% claimed that PMS helped them recognize their weakness, and 83% were in the opinion that PMS helped review their job description, and improved their relationship with managers. On the other hand, only 14 out of 24 employees found the difference between the PMS and AAS was significant. This clearly conflicts with their answers in the earlier questions.

In a nutshell, analyzing these comments carefully it seemed that despite this discrepancy the majority of respondents in this part of the research pretended to have a relatively reasonable knowledge about the two systems, and could notably distinguish the key areas of variance. However, it appeared that some answers were to a large extent influenced by the questionnaires, this in itself questions the validity of their answers. Some respondents in contrast appeared to be confused and their answers were not clear, while others clearly criticized both systems without indicating any valid reasons.

Interestingly, both categories of sample members come into view strongly that the PMS could not be implemented successfully organization-wide unless there was a firm support and commitment from top management, and some added that the Civil Service Bureau (CSB) was very essential factor for the PMS success.

5.3 Reflections

My journey to achieving this research was accompanied with some interesting and unforgettable experiences and lessons to remember and learn from. Although I already selected the topic well in advance and my objectives were clear, my main challenge was how to conduct the research. Another major challenge was the time factor, as I had only five weeks to conduct the eleven interviews and distribute approximately 55 questionnaires to participants from three scattered directorates within MOH.

Fortunately, my current position within MOH helped me very much in arranging the interviews at a rate of two interviews a day and creating a friendly atmosphere at the interviews, and in some occasions I just called in to the interviewees, offices without prior arrangement to do the interviews. It also helped me in getting the vast majority of the questionnaires dully completed before my departure to the UK.

I had been, however, confronted with another challenging issue and that was how to persuade those who were hesitant to participate in completing the questionnaires. In order to get them take part in the study, I had to assure them that no one from MOH would have access to the information, and that the purpose of their contribution was to purely help me in the data analysis stage. Another challenging task was convincing some of the informants to audio tape the interviews, here again, I obtained their go-ahead only after giving them solid promises and assurances that no one from MOH would have an access to the data.

Prior to conducting this research, I was always under the impression that everyone in MOH would be more than happy to participate and take active part in such researches especially those which explores the performance measurements in order to avail the opportunity to express themselves without hesitation. However, I realized that I was somewhat wrong in this regard because some people would not want to do so.

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Appendices

Questionnaire 1/A

Appendix 1.

The following questions are designed to focus on organizational practices concerning the performance Management Systems (PMS). Using your own experience, please describe the present PMS situation in your organization.

A : Managers' part

Q1. How do you see the future for the Performance Management Systems in your organization/department ?

- ☐ Very Good ☐ Good ☐ Uncertain ☐ Poor ☐ All above

Q2. Why do you see that Performance Management System (PMS) offers a unique approach to employees development, is it because of ?

- | | |
|--|--|
| ☐ PMS offers clear career progression | ☐ PMS identifies training needs for employees |
| ☐ PMS motivate people | ☐ PMS indicate exact job description |
| ☐ All above | ☐ Others, please specify |
-
-
-

Q3. Would you recommend to other managers to implement the performance Management System ?

- ☐ Yes ☐ No

Q4. Assuming that you support performance management system, as an ideal, what would you do / recommend as the best way (s) to promote it ?

- | | |
|---|---|
| ☐ Seek support from top management | ☐ Demonstrate advantages |
| ☐ Seek employees' support | ☐ Educate other managers |
| ☐ All Above | ☐ Others, please specify |
-
-
-

Questionnaire 1/A

Appendix 1.

Q5. What are the difficulties do you expect to influence your own plans to promote / Implement the performance Management System?.

- | | |
|--|--|
| ☐ Top management reluctance | ☐ Old managers / employees |
| ☐ Organizational rules / procedures | ☐ General perception of PMS |
| ☐ All Above | ☐ Others, please specify |
-
-
-

Q6. Who are the key contributors of Performance Management System?

- | | |
|---|---|
| ☐ Top management | ☐ Second line management |
| ☐ Core employees | ☐ Functional employees |
| ☐ All above | |

Q7. What measures would you take to ensure Performance Management success and effectiveness ?

- | | |
|---|---|
| ☐ Educate employees of PMS | ☐ Clarify/explain the purpose of PMS |
| ☐ Managers/employees involvement | ☐ Implement PMS over phases |
| ☐ All above | ☐ Others, please specify |
-
-
-

Q8. How would you involve employees in effecting the Performance Management System ?

- | | |
|---|--|
| ☐ Multiple of formal and informal meetings | ☐ Self evaluation |
| ☐ Participation in setting department objectives | ☐ Two way feedback/ communication |
| ☐ All above | ☐ Others, please specify |
-
-
-

Questionnaire 1/A

Appendix 1.

Q9. What are the direct and indirect benefits to organization from Performance Management System ?

- | | |
|---|--|
| ☐ Improve overall productivity | ☐ Enhance interpersonal relationship |
| ☐ Avoid repetition of mistakes | ☐ Reflect an accurate job description |
| ☐ All above | ☐ Others, please specify |
-
-
-

Q10. What is the general perception / impression of people currently practicing Performance Management System ?

1 = Not good 10 = Excellent

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ →

Q11. What in your opinion are the key areas to be addressed in an organization implementing performance Management System ?

- | | | |
|---|---|-------------------------------------|
| ☐ General and specific standards | ☐ Training and development needs | ☐ Motivation |
| ☐ Continuous quality improvement | ☐ All above | ☐ None |

Q12. Dose performance Management System help in any way (s) in reviewing job descriptions ?

1 = Helps little 10 = Helps very much

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ →

Q13. In your opinion how would you rate the main differences between the currently used Appraisal System and the Performance Management System ?

- ☐ Significant ☐ Minor ☐ Unknown

Questionnaire 1/A

Appendix 1.

Q14. As manager do you see that the proposed performance Management System is sufficient for assessing / Evaluation your employees or do you need to further develop it ?

☐ Sufficient ☐ Not Sufficient ☐ To be developed

Q15. Generally how satisfied are you with the existing performance Management System ?

1 = Not satisfied

10 = Very satisfied

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐



Your job title:

Department:

Years of service:

Please give brief description about your job:

Thank you for your participation in completing this questionnaire.

Questionnaire 1/B

Appendix 2.

The following questions are designed to focus on organizational practices concerning the Performance Management System (PMS). Using your own experience, please describe the present PMS situation in your organization.

B : Employees' part

Q1. How would you rate the effectiveness of the Performance Management System on your job?

1 = Ineffective

10 = Very effective

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Q2. Generally how satisfied are you with the Performance management System?

1 = Not satisfied

10 = Very satisfied

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

Q3. What benefits have you gained from the implementation of the Performance Management System?

- ☐ Access training programs
- ☐ Identification of specific and general work standards
- ☐ Improved interpersonal relationship with managers
- ☐ Clear path of promotion opportunities
- ☐ All above
- ☐ Others, please specify

Q4. In your opinion what are the major differences you have encountered between the Performance Management System and the Annual Appraisal System? Please comment below.

Questionnaire 1/B

Appendix 2.

Q5. Does the Performance Management System provide you with some autonomy to discuss your performance and goals with your manager?

1 = Little autonomy

10 = Much autonomy

1 ☐ ← 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ →

Q6. Does Performance Management System help you identifying the areas which need Development in your job ?

1 = Helps very little

10 = Helps great deal

1 ☐ ← 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ →

Q7. Do you think that the Performance Management System is linked to your career progression,

☐ Yes ☐ No

☐ Uncertain, please specify

Q8. Since the implementation of the Performance management System, how often do you meet your managers formally / informally ?

☐ Monthly

☐ Quarterly

☐ Six monthly

☐ Yearly

☐ Very frequently

Q9. Does the Performance management System assist you in enhancing your Interrelationships with your colleagues and managers ?

1 = Assist very little

10 = Assist much

1 ☐ ← 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ →

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Questionnaire 1/B

Appendix 2.

Q10. What do you most like and dislike about Performance Management System ?

Like

- ☐ Informal meetings
 - ☐ Participation in setting gals
 - ☐ Frequency of meeting
 - ☐ Linkage to promotion
 - ☐ All above
 - ☐ Others, please specify
-
-

Dislike

- ☐ Formal meeting
- ☐ Indicates weaknesses
- ☐ Links times to projects
- ☐ Linkage to career development
- ☐ Non of above

Q11. Has your productivity and feeling of an ease increased since the implementation of Performance Management System ?

1 = Very little

10 = Very much

1 ☐ ← 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ →

Q12. What suggestions / recommendations would like to add to better improve the Performance Management System?

- ☐ Greater employees involvement
 - ☐ Educational session about PMS
 - ☐ Others, please specify
 - ☐ Some level of autonomy in decision making
 - ☐ No suggestion / recommendation
-
-
-

Questionnaire 1/B

Appendix 2.

Q13. What in your opinion are the key areas to be addressed in an organization implementing Performance Management System ?

- ☐ General and specific standards ☐ Training development needs ☐ Motivation
☐ Continuous quality improvement ☐ All Above ☐ None
☐ Others, please specify

Q14. Dose Performance Management System help in any way (s) in reviewing your job description ?

1 = Helps very little

10 = Helps very much

1 ☐ ← 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ →

Q15. In your opinion what do you think are the main differences between the currently used Appraisal System and the Performance Management System ?

- ☐ Significant ☐ Minor ☐ None

Your job title: _____

Department: _____

Years of service: _____

Please give brief description about your job: _____

Thank you for your participation in completing this questionnaire.

Appendix 3.

INTERVIEW 1- With the Director of Training.

Question 1

In general can you please tell me, what do you know about performance management?

Performance management is an approach and it is a system which can be used by managers to improve the performance of their employees and it is an approach in which we can aim towards continuous quality improvement. One of the benefits of performance management system is that it provides continuous feedback to the employees and forms a basis for identifying the training needs and the development needs of the employees in the organisation by which the managers can plan the development and plan for the employees. In this organisation we have used it since four years now and we have been one of the first organisation in the ministry of health to use it. We have given up some informational booklet about the performance management system which we had circulated to all our employees within the directorate and to all of the ministry of health employees for them to know more about performance management system because not much is written about the subject. We implemented the system because we as an organisation are involved in management training. So the performance management system is one of the newest trends in management and we found that it gives a better alternative than the old system that we had our present system so we thought lets try it first in our organisation and maybe we can be more modern than other directorates and departments in the ministry.

You talked about the booklet. Does the booklet explain the gritty of the performance management in terms of what are the requirements from the staff the normal staff and so on?

The booklet briefly describes what is performance management and what's its advantages it also gives examples like one or two case studies in which it explains how performance management can be used. But in addition to that we have done a lot of educational material for teaching performance management to train managers on how to use performance management. We have a whole set of handouts and transparencies a whole module on the subject, which we have included in our management training.

Would you mind if I made this booklet plus the training material available to be as a support to my study.

By all means.

Question 2

Can you talk about how do you use the PMS in your organization?

Well that is a very difficult question to answer because there is no top management commitment to the system so I do not foresee that it will be implemented very quickly so that there is like no big push from the top management that we should go this way. Ok so this is maybe one of the lingering forces but some of the facilitating forces that might push for performance management is that more and more managers are becoming aware of the system through their attendance at the health care management programme that we have because there is a section within the programme and up till now we have hundreds of managers who have graduated from this programme.

Appendix 3.

And it is a continuous programme and some graduates from the programme are using the performance management in their sections so this will be a driving force. The other driving force that there are few specialists, performance management specialists, in the directory and personnel and the ministry who are committed to this approach so they might push for using the system. I think the major driving force will be from the civil service bureau because to my understanding the civil service bureau has developed a whole manual on how to go about performance management system and we will use as an example in preparing the manual some of the officials from CS came and sat with us and looked what we had done because they want to use the system government wide. So I think once there is directions from the top then all ministry's will have to use the system. So these are some of the driving forces. The other driving force I think is the dissatisfaction of the employees with the present appraisal system which might force the managers to adopt the performance management system.

Is the performance management system linked to localisation or Bahrainization and how do you as a director or how do the employees benefit from it being implemented?

We have used performance management system as a way for localisation and rationalisation in two major directorates. That is the Directorate of Engineering and Maintenance and the Directorate of Medical Equipment Maintenance. Because specially in the medical equipment maintenance we have a higher percentage of non-believers so we have used the PMS systematically in these two directorates within the training plan within the human resource and development plan of these two directorates and we have made sure that this becomes part of the monitoring our trainees who eventually take use of the system.

Did you or have you experienced any sort of major obstacles problems resistance, reluctancy from old managers old employees and so on?

Before I answer this question I remember in relation to the previous question we also use the system when we established the training programme for the employees in the materials management. So that was one of the first programmes in which we used the system. In terms of obstacles and difficulties I think one of the difficulties is that you need to have the top manager of any department and directorate to be convinced about the system and should be persistent in following up with the heads of sections that this is implemented. So that within our directorate there is not much difficulty the only problem is that some of the employees are not aware of how to use the system and I think we are able to overcome that with continuous education and training. The employees are not aware how to use the system that could be a difficulty and it takes some time for an employee to learn how to use the system so what happens is that the manager who is teaching the employee has to be patient and put up with the supervisor to learn how to use the system with their employees. I think if we do it on trial basis because we have to understand the pilot project system and then adopt.

Appendix 3.

Question 3

Did you see actually there were some resistance from the staff with PMS being implemented on them or were they happy to alter sometimes.

Well they were happy when there was continuous feedback and that the supervisor sits with them and discusses and because the importance of PMS is that the standard are agreed upon between the manager and the employee. So that is not a one way relationship at work it is both the employee and the manager sit together and agree what are the most important standards and which of the standards have the lowest priority.

The problem is that there are those employees who are never satisfied or cannot accept criticism that this is an area for improvement. Even I have found, with this system, that they keep complaining that the manager is not being fair, even though there are anecdotal notes about some behaviour and incidences that shows the employee was not up to the standards. Especially when there are interpersonal problems with interpersonal relationship between a certain employee and a manager.

Obviously the PMS shows, brings out the good people and the picture indicates those who are less reliant or would say end productive, not very productive. Did this cause any sort of problems between the staff themselves in terms of interpersonal relationships from those who feel prejudice that those people who performed good will be treated better and so on.

I think I find that with those cases I mentioned earlier there was a interpersonal strain between the manager and the employee. I think for the PMS to be implemented successfully, is to not only depend on the performance management system, but there should be other sources of assessment. PMS could be one and another system could be for example an organisation peer evaluation, so you should not just use it by itself wholeheartedly. It is a very good system but we have found that it becomes better if you have also another system and that is what we have started this year only a month ago, to implement in one of the sections which is called management audit actually, where we have the employees are assisting their supervisors and those assessments come to the person or the manager who is the boss of that supervisor and he or she will make a summary of that assessment and give it with the manager and agree it this is what they have said. We are looking at areas like communication style, supervisory style, leadership, general development strongly perspective of the employee. We are testing that as a pilot project so we want to have both the performance management system and that system because I think when we have these two approaches they compliment each other, because then the employees will get the chance to assess the supervisors. If we were I think an organisation that are really very well developed and healthy we can reach a stage were the employee can assess the supervisor on a one to one basis instead of filling in a form and sending it to her top management. But I don't think we have reached that level of trust.

Although this is something under evaluation however a question would be asked don't you think that the supervisors and managers once they are aware that their employees have devaluated them or said something in their opinion about them that the supervisors would react, would have an adverse reaction against those employees.

Appendix 3.

Because the evaluation tree is very specific and they have to put reasons and examples and up to now I have found the evaluations have been good actually. Many of the employees have gone to the manager and discussed the assessment so this is a very good sign because many times the managers are not aware of some of their own weaknesses. This came up as a result of using the performance management system where the employees found that the managers had a say, even though they had a say in deciding in this system or whatever, but they did not have any way to assess the managers.

Question 4

How can PMS help your organisation effectiveness and efficiency in general and your department the department you are responsible for in particular?

I think PMS can help in identifying what are the key improvement areas we want to focus on. Because using this system you can identify what are for example the problems and weaknesses within your organisation and then set up a quality improvement group or system to improve that area.

So I feel this is a major advantage of using PMS for our department this is one of the test even for the overall organisation, the ministry as a whole. But I think also the other main advantage is that the employee feels that this approach will help, it is not punitive, it is like a development tool that will help him identify the area he needs to improve, and work with the manager on that area and he increases his productivity etc.

I think one of the ways to implement PMS successfully in an organisation is for it to be adopted by the top management and then there is a system for developing the whole system is used implemented in the whole organisation in the ministry of health it will make it easier on some other departments who have started using it or who are using it currently.

Yes I remember you said you have been using this system for the last four years and maybe your department can be used as a model or an example of PMS effectiveness in this organisation.

If it was required that you send your managers to other departments to participate in setting up performance management and implementing this system would you support this?

Yes of course we have actually said that on several occasions because as a training organisation our responsibilities are to teach approach and the system and the concepts within it and how to use it. So that we have always supported in terms of educating the employees. And the other thing is to use our organisation as an example and we have helped some of the departments who have requested our help in implementing the policy.

Appendix 4.

INTERVIEW 8 – With Senior Quality Assurance Specialist

Question 1

Can you please tell me what do you know about performance management system in general and if you have any sort of ideas?

First time I heard about performance management system was during our eighteen months training at the ministry of health as a part of Bahrainisation to replace expatriates. As I know the system will replace the any way the appraisal system. This system is continual watching of the employee's performance based on criteria related to the subjects which is performed by the employee. I found the system very useful because it gives a clear picture about the performance of the employee. This system assists both the supervisor and the employee in developing the performance. PMS allow you to double up and perform your general and specific standards relating to your job descriptions and your responsibilities in the work. This as well as the work you perform and the well of the work you perform and ability and enhance the whole process.

When you talk about the general specific standard as you said, does it reflect accurately what you do and how does this happen, who sets the standards for you is you or your supervisor or do you set the standard for your staff?

Yes, it reflects not on the person but it reflects what I do and normally this specific standards are set by the supervisor or the manager and employee with the participation of the employee.

Question 2

Can you talk about how do you currently use the performance management system and does it have any links with localisation and Bahrainisation?

Well currently we don't have defined criteria for performance management system. But since I know about this system and I , we use it during our training course, I tried to implement it on my five employees, and I find it very useful for both sides. Even though the directorate is not implementing the system, I always try to use this system to develop the communication skills and performance between me and our staff. It is a very good system to identify the skills required to replace expatriate skills required from local employees and ways to develop these skills and meet the general and specific standards.

You talked about that you were part of training programme have you actually replaced any expatriates?

Yes I did actually, I replaced a senior expatriate position, which is a senior quality assurance specialist and now I am in this position for approximately three years. Performance management system helped me to identify not only the general and specific needs for work, but also my training needs, currently and in the future, and because of this I apply for CIPS which is a material management proficiency and procurement. Performance management system is a motivation factor because it allow you to it show you the way you need to go to perform your work and to double up your skills through future training and so on.

Appendix 4.

Question 3

What sort of problems have you encountered as a result in implementing this system?

Yes first of all you need to explain to your staff what is that system. They should appreciate what is the system. The system is to double up their work, not to punish them. Yes I found some staff reluctant to what can I say to accept this system but you know by time I find it more acceptable for them.

How do you convince these people when they say no?

You explain to them this system is to double up their work and to identify their training needs, by doing so they can get promotion they will be more skilful and professional. Good things about performance management system is the creation of two way communication between the staff and employees and this relation participate in creating team work group which allows to perform work more you know in a professional manner. Performance management system I think it will be the future assessment criteria used in the ministry of health.

Question 4

How can PMS help your organisation effectiveness and efficiency in particular?

Well this is something obvious as every employee and supervisor knows what exactly he must do general and specific standards of his job and you know, job descriptions. He will perform better and training courses will be designed in a better way to suit individual employees. So performance management system will encourage lets say double up the effectiveness and efficiency of the organisation, and each employee will have or the organisation will have a clear promotion bat for its individuals. So performance management system is a continuous development factor for the organisation, and I think the whole ministry.

How do you see the future of performance management system in this ministry?

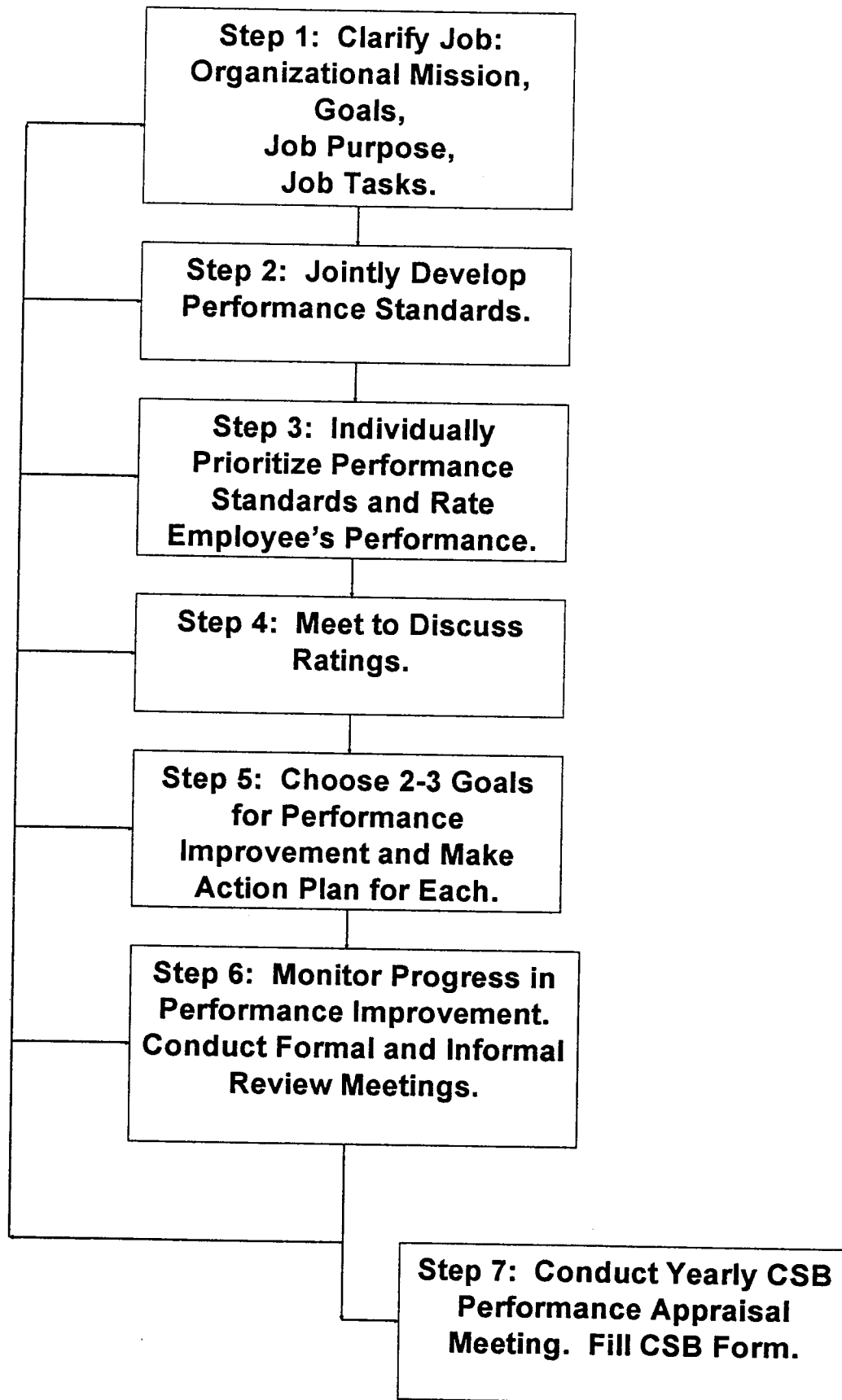
Currently few people or lets say few departments use this system, but I think they must to develop the work use the system, because it is useful for both the employee and the supervisors and maybe also the whole organisation in developing the work standards and making the staff more professional in their work. So it is a motivation factor, it is a promotion factor. So performance management system is a continuous system used to develop the work of both the employees and staff. Actually we are, currently we are not using this system in this directorate but during my six months project in the ministry of finance I used we used this system very heavily and we used to have monthly staff performance. Which is a criteria filled in by both the employee and the supervisors for the specified month and at the end you would get a % grade of your performance and this performance include the general and specific standards required from you during that month. I hope that the system will be used in DMM in the future for me I find it very useful and an avenue to identify your weaknesses and strengths.

Appendix 4.

What sort of support do you think is required to implement PMS throughout the ministry of health?

First of all I think there must be, well the staff must understand the purpose of this system. The system will define it will be like a standards each one knows that at the end of the day the system is used to create the opportunities for people to develop for training, for giving them future training, and for promotion. And the support, currently we don't have that support from the top management for the performance management system, because there is no understanding of the system we are using the appraisal system where at the end of the year you fill in a form and that's it. But there is a, I think, there is a plan from CSB to implement a monthly appraisal system which is another name for performance management system for employees, and as I read in the newspaper that future promotions and positions will depend on the performance and the result of the system. I feel that top management should participate and encourage the supervisors and managers to implement this system in order to perform, in order to get better work from the employees and to make the organisation more effective and efficient.

Performance Management Process



Steps for Performance Management Process

Step 1: Employee and supervisor should individually and jointly review the existing job description to update and clarify as necessary. The goal is to have a job description which accurately reflects the work that the employee is expected to perform in support of the unit, Directorate, and the Ministry of Health goals.

Step 2: Employee and supervisor jointly develop specific performance standards for each of the key elements found in the job description.

Step 3: When performance standards are agreed, the supervisor and the employee each (1) prioritize the performance standards in order to show which elements of the job are currently most important and (2) rate the employee's performance in fulfilling each job task. The goal is to agree, first, which aspects of the job are top, secondary, and minor priority at any given time and, second, to discuss effectiveness in accomplishing each job task. **Performance Standards Form** should be used for this purpose. (Note: Where each employee's job description is different, a specific form will be developed reflecting this fact.)

Step 4: Employee and supervisor meet to jointly discuss and negotiate ratings on the **Performance Standards Form**. The goals are to reach agreement concerning which aspects of the job are most important and to develop an accurate picture of current employee performance regarding each specific job task.

Step 5: The supervisor and employee agree on a reasonable number of improvement objectives (2-3) which become apparent during the discussion in Step 4. The goal is to provide specific assistance to the employee in improving job performance, and at the same time, help the Ministry of Health achieve its mission. The improvement objectives should be recorded on the **Performance Standards Improvement Form**.

Step 6: Frequent formal and informal review sessions will be conducted to monitor, adjust, provide feedback, and set new objectives. When changes are necessary, a joint meeting should be conducted and a new **Performance Standards Improvement Form** should be completed. The goal is to demonstrate the importance of regular feedback for employee performance and to provide opportunities for reinforcement.

Step 7: The employee and supervisor should photocopy the CSB Performance Appraisal Form and fill it in individually. A meeting should be held to jointly agree on the final assessment of year-to-year performance in the areas listed on the form. The official form should be quite easy to complete, if the above Performance Management Process steps have been followed. The goal is to meet the requirement established by CSB that each government employee have an annual appraisal form completed.

STATE OF BAHRAIN
Service Bureau
P.O. Box 1066



دولة البحرين
ديوان الخدمة المدنية
ص.ب. ١٠٦٦

PERFORMANCE APPRAISAL FORM

Serial No. :	
Directorate :	
Grade :	
From Period	To :

Elements from 1 to 6 for non-supervisory positions, and elements from 1 to 8 for supervisory positions.
Complete by checking (☒) the most appropriate narrative evaluation in each element.
Outstanding rating is given when 4 elements for non-supervisory, 6 elements for supervisory positions rated at "Outstanding".
The remaining two elements should not be less than "Very Good".
Very Good rating is given when 4 elements for non-supervisory, 6 elements for supervisory positions rated at "Very Good".
The remaining two elements should not be less than "Good".
Good rating is given when 4 elements for non-supervisory, 6 elements for supervisory positions rated at "Good".
The remaining two elements should not be less than "Satisfactory".
Satisfactory rating is given when 4 elements for non-supervisory, 6 elements for supervisory positions rated at "Satisfactory".
Unsatisfactory rating is given when the employee receives more than 2 elements at Unsatisfactory for all positions.

RANK	OUTSTANDING	VERY GOOD	GOOD	SATISFACTORY	UNSATISFACTORY
KNOWLEDGE / WORK	☐ Has exceptionally thorough knowledge of own and related work. Keeps current regarding technical changes and improvements.	☐ Has sufficient knowledge of own and related work. Keeps current regarding technical changes and improvements.	☐ Has basic knowledge of own and related work. Improves his work knowledge.	☐ Has basic knowledge of own work. Sometimes needs guidance. Makes some efforts to improve work knowledge.	☐ Limited work knowledge. Requires constant guidance. Shows no effort to improve knowledge.
PRODUCTIVITY / WORK	☐ Exceptionally fast performer and very high output. Makes the best use of time in performing work.	☐ Gets a lot of work done on time and makes the best use of time in performing work.	☐ Completes essential work on time and makes use of time in performing work.	☐ Usually completes essential work within the deadline sometimes needs to improve output within the deadline	☐ Output is far behind the deadline despite constant guidance.
QUALITY / WORK	☐ Extremely accurate. Constant innovator of quality ideas.	☐ Accurate. Needs least amount of supervision. Makes suggestion to improve the quality of work.	☐ Completes work with minor mistakes. Responsive to new ideas.	☐ Completes work but sometimes needs guidance to improve quality of work.	☐ Inaccurate with many errors. Needs constant guidance.
PUNCTUALITY AND REGULARITY	☐ Reports to work early. Uses time efficiently. Stays late whenever required.	☐ Reports to work early and present at work during the working hours	☐ Reports to work on time and present on job. Does not abuse rest period.	☐ Usually present on job during the working hours. Seldom leaves work site or absent himself without permission or acceptable reason.	☐ Reports to duty late. Leaves work site without permission.
CONDUCT	☐ Commands respect and shows utmost dedication to work.	☐ Has a very good character. Contributes effectively to productive work relations.	☐ Observes standards of conduct. Cooperates regularly to improve work relations.	☐ Usually observes standards of conduct. Does no harm to work relations. Needs guidance to demonstrate responsible behavior in certain setting.	☐ Fails to conform to standards of conduct despite repeated counseling. Causes problems to others and disrupts work relations.
RESPONSIBILITY	☐ Extremely competent in carrying out responsibilities. Reliable and always volunteers to cover for others when needed. Has full understanding of the organizations objectives.	☐ Very competent in carrying out responsibilities. Always accepts additional responsibilities with full understanding.	☐ Carries out responsibilities and accepts additional responsibilities.	☐ Usually carries out responsibilities. Accepts additional responsibilities with reluctance.	☐ Evasive to carry out responsibilities and does not accept additional responsibilities despite repeated counseling.
MANAGERIAL CAPABILITY AND LEADERSHIP	☐ Exceptional ability in managing work and leading subordinates. Extremely successful in building a team and motivating subordinates.	☐ Very successful in managing work and leading subordinates. Very successful in building a team and motivating subordinates.	☐ Has the basic ability to manage work, leads subordinates and motivates them.	☐ Manages work but sometimes needs assistance to solve work problems and lead subordinates.	☐ Lacks the basic ability to manage work and lead subordinates.
PERSONNEL DEVELOPMENT	☐ Ensures at all times that personnel are inducted, trained and developed on a continuous basis.	☐ The induction, training and development of personnel are handled well almost always.	☐ Is positively disposed towards the induction, training and development of personnel. Successes meet with requirements.	☐ Makes acceptable efforts to induct, train and develop personnel.	☐ The induction, training and development of personnel do not occur.
OVERALL PERFORMANCE	☐ OUTSTANDING.	☐ VERY GOOD.	☐ GOOD.	☐ SATISFACTORY.	☐ UNSATISFACTORY.

Important performance related comments and recommendations (if any) :

Additional notes including the employee's dissenting report if any may be made on separate paper attached to this form.

Name and Signature	Position Title	Date
Signature of Employee		
Signature of Supervisor		

Employee's signature to acknowledge that supervisor discussed rating :

Distribution : Original to employee, 1 copy to rating supervisor, 1 copy to CSB.



استمارة تقويم الاداء الوظيفي

رقم التسلسل :					
الدرجة :					
الادارة :					
السي :					
يقيم من :	من العناصر من ١ إلى ٦ للوظائف غير الاشرافية والعناصر ١ إلى ٨ للوظائف الاشرافية : شارة (٧) في المربع مقابل انطباق وصف للاداء ولكل عنصر من العناصر الرئيسية : دير ممتاز عندما يحصل الموظف على هذا التقدير في ٤ عناصر للوظائف غير الاشرافية و ٦ عناصر للوظائف الاشرافية بحيث لا يقل تقديره في العنصرين الآخرين عن مستوى جيد جداً. دير جيد جداً عندما يحصل الموظف على هذا التقدير في ٤ عناصر للوظائف غير الاشرافية و ٦ عناصر للوظائف الاشرافية بحيث لا يقل تقديره في العنصرين الآخرين عن مستوى جيد. دير جيد عندما يحصل الموظف على هذا التقدير في ٤ عناصر للوظائف غير الاشرافية و ٦ عناصر للوظائف الاشرافية بحيث لا يقل تقديره في العنصرين الآخرين عن مستوى مرضي. دير مرضي عندما يحصل الموظف على هذا التقدير في ٤ عناصر للوظائف غير الاشرافية و ٦ عناصر للوظائف الاشرافية. دير غير مرضي عندما يحصل الموظف على هذا التقدير في اكثر من عنصرين لجميع الوظائف.				
الاداء	ممتاز	جيد جداً	جيد	مرضي	غير مرضي
المعرفة	لديه معرفة متميزة فيما يخص وظيفته والاعمال الاخرى المرتبطة بها ويواكب آخر التطورات في حقل اختصاصه .	لديه المعرفة الكافية فيما يخص وظيفته والاعمال الاخرى المرتبطة بها ويواكب آخر التطورات في حقل اختصاصه .	لديه المعرفة الاساسية فيما يخص وظيفته والاعمال الاخرى المرتبطة بها ويسعى لتطوير معلوماته الوظيفية .	لديه المعرفة الاساسية فيما يخص وظيفته إلا انه احيانا يحتاج للإرشاد . يبذل بعض المحاولات لتطوير معلوماته الوظيفية .	معرفة محدودة ويحتاج للإرشاد باستمرار . لا يحاول تطوير معلوماته الوظيفية .
الوقت	ينجز عمله في زمن قياسي ويستغل الوقت المخصص لاداء العمل استغلالاً كاملاً .	ينجز معظم الاعمال في وقتها ويستغل الوقت في اداء العمل .	ينجز الاعمال الاساسية في وقتها ويستغل الوقت في اداء العمل .	غالباً ما ينجز الاعمال الاساسية في وقتها إلا انه احيانا يحتاج الى زيادة كمية عمله ضمن الوقت المخصص .	إنتاجيته تقل كثيراً عن القدر المطلوب رغم توجيهه وإرشاده باستمرار .
الدقة	عمله دقيق ومتكامل ويتميز بالابداع .	عمله دقيق ولا يحتاج إلا لقليل من الاشراف . يقدم الاقتراحات لتحسين نوعية العمل .	يتخلل عمله اخطاء بسيطة . يتجاوب مع الافكار التي تستهدف تحسين نوعية العمل .	ينجز العمل إلا انه احيانا يحتاج الى الارشاد لتحسين نوعية عمله .	يفتقر عمله الى الدقة . يحتاج الى الارشاد والتوجيه باستمرار .
الحضور	يحضر مبكراً ويغيب كل الوقت في اداء العمل ويبقى في موقع العمل بعد انتهاء الدوام الرسمي عند الحاجة إليه .	يحضر الى العمل مبكراً ويبقى في موقع العمل حتى انتهاء الدوام الرسمي .	يحضر الى موقع العمل مع بداية الدوام الرسمي ويبقى فيه حتى انتهائه . يتقيد بحدود الوقت المحدد للراحة .	عادة ما يتواجد في موقع العمل عند بداية الدوام الرسمي ويبقى فيه حتى انتهائه . نادراً ما يترك العمل او يغيب عن غير تصريح او بدون سبب مقبول .	لا يلتزم بأوقات الدوام الرسمي ويترك العمل من غير تصريح .
الوظيفية	يحظى بالاحترام والتقدير لما يتمتع به من خلق رفيع وسعة طيبة . يتفاني في الخدمة ورعاية مصلحة العمل .	يتحل بالاخلاق الطيبة ويساهم بفاعلية في تحسين علاقات عمل منجدة .	يتقيد بقواعد السلوك الوظيفي ويتعاون من أجل تحسين علاقات عمل منجدة .	عادة ما يتقيد بقواعد السلوك الوظيفي ويتعاون لتحسين علاقات العمل إلا انه يحتاج الى تحسين بعض تصرفاته .	يخالف قواعد السلوك الوظيفي على الرغم من النصح المتكرر . يخلق مشاكل للآخرين ولا يتعاون من أجل علاقات عمل طيبة .
المسئولية	يتحمل باعل درجات الكفاءة والمسئولية وهو موضع اعتماد وثقة ويتطوع للقيام بأعمال الآخرين عند الحاجة ويستوعب اهداف الجهة التنظيمية استيعاباً كاملاً .	كفاته عالية ويتحمل المسئوليات ويتقبل مسئوليات إضافية بتفهم .	يتحمل المسئوليات المنوطة به ويتقبل مسئوليات إضافية .	عادة ما يتحمل مسئولياته إلا انه يتردد في قبول مسئوليات إضافية .	يتهرب من تحمل مسئولياته ولا يتقبل أية مسئوليات إضافية على الرغم من توجيهه باستمرار .
الادارية	لديه قدرات متميزة في الادارة والقيادة . نجحاه باهر في بناء فريق العمل وتحفيز مرؤوسيه .	ناجح في إدارته للعمل وقيادته لمرؤوسيه وتحفيزهم وبناء فريق العمل .	لديه القدرات الاساسية لادارة العمل وقيادة مرؤوسيه وتحفيزهم .	يقوم بادارة العمل إلا انه احيانا يحتاج الى المساعدة لحل مشاكل العمل ولقيادة مرؤوسيه .	يفتقر الى الحد الأدنى من القدرات الإدارية والقيادية .
التطوير	يوفر دائماً فرص التدريب والتطوير لمرؤوسيه .	يوفر فرص التدريب والتطوير لمرؤوسيه في معظم الاحيان .	يساعد إيجابياً من أجل تدريب وتطوير مرؤوسيه .	يبذل جهوداً مقبولة من أجل تدريب وتطوير مرؤوسيه .	لا يبذل اي جهد من أجل تدريب وتطوير مرؤوسيه .
الاداء	ممتاز	جيد جداً	جيد	مرضي	غير مرضي

ت الهامة المرتبطة بالاداء والتوصيات :

بالملاحظات الإضافية بما فيها عدم موافقة الموظف إن وجد ذلك على ورقة منفصلة ترفق مع الاستمارة .

الاسم والتوقيع	الوظيفة	التاريخ

وظف بما يفيد بأن المشرف قام بمناقشة التقويم معه .

Position:

The purpose of this position is to

General Standards	Priority	Rating
1.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
2.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
3.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
4.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
5.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable

Specific Standards	Priority	Rating
1.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
2.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable

Specific Standards, continued**Priority****Rating**

3.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
4.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
5.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
6.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
7.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
8.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
9.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable
10.	1. Top Priority 2. Secondary Priority 3. Minor Priority NA—Not Applicable	1. Exceeds Standard 2. Meets Standard 3. DN Meet Standard NA—Not Applicable

Other: