Assessing The Need For Employee Performance Management System In The Not-For-Profit Sector: What Can Be Done To Improve It?

A Survey Study

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This thesis is submitted for the fulfilment of the Masters in Business Administration in Human Resources (MBA)
1 ABSTRACT
The concept of managing the individual performance in Not-for-profit organisations has met with some hesitations and difficulties in using the HRM employee performance management system.

This study critically evaluated the use of employee performance management system in the Not-for-profit sector. The hypothesis of the study was accepted by the survey statistical analysis p<.005. Primary data were primary collected from volunteers and staff via web survey who work in community/social charity organisations in Ireland and UK. N=155 completed the survey.

Quantitative analysis using frequency, and non-parametric Friedman tests was carried out. Freidman test =Friedman chi-squared = 926.954, df = 31, p-value = 0.000. Cronbach alpha =.78. Survey items ‘ No financial incentives for meeting specific job at 25.18 and Commitment to ideals and value -24.16 were among the top mean rank and Accurate job description 10.94 and Sometimes Manager/Supervisors involves me in decisions affecting our work at 8.34. Findings of this study agree with other similar findings that the managers and supervisors can impact the quality and delivery of the employee performance management system in the organisation. Part time and full time volunteers are most likely to be dissatisfied with the staff reviews. Findings have a valuable contribution to organisations s who are looking for ways to improve the wellbeing and improving the psychological contract its motivated staff and reduce turnover.

Key words: performance management system, Not-for-profit, charity, performance, appraisal, HRM
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3 CHAPTER 1: INTRODUCTION

3.1 RATIONALE FOR THE RESEARCH TOPIC
Increasingly, most organisations including non-profit organisations are utilising their principal assets which is their employment force to gain more success and competitiveness. Consequently, the need to find effective performance management strategies that will recognise, support, improve, measure, and reward employees’ performance at work is of great importance to these organisations DeNisi (2011). Researchers Becker et al, 2011; Boezeman & Ellemers 2009) suggests in the non-for-profit sector, practitioners have been experiencing many challenges in trying to modify or adopt an employee performance management system that is remains consistently a difficult human capital system to successful implement fully without combating a plethora of problems.

In addition, charitable organisations depend largely on motivated volunteer labour force to achieve their mission and good will financial aid from several sources to reward, motivate, and retain the services of their staff (Boezeman & Ellemers 2009). According to (Ziemek, 2006), past research activities have concentrated on the subject of motivation of volunteer rather than on focus in managing and developing their performance. Therefore, this research presents itself an opportunity to investigate workers experiences in the charitable and not-for-profit (NFP) sector as the model scenario for its perceived high organisational commitment and its sense of philanthropic mission (Alatrista, & Arrowsmith, 2004). One of the greatest challenges for volunteer-involving organisations is achieving a balance between the need for informality and formality in their human resource management practices in managing the employee’s performance and providing the resources to nurture employee development
(Lynch & Smith, 2009). This is compatible with the hard HRM strategy model which supports the idea of managing the workers as a means to achieve the organisation’s strategy and as a resource that to be used judiciously and rational way to gain competitive success the organisation needs (Pinnington & Edwards, 2000). On the other hand, the soft HRM practice focuses less on using people as a resource but seeks to recognise the needs of the employees in the running of the organisation (Pinnington & Edwards, 2000). According Ainsworth (2012) the UK Charity Commission financial disclosure, income rose from £3.2bn to £58.9bn compared with the previous 12 months in spite of the difficult financial environment, income was still growing faster than inflation and that financial figures from the UK’s National Council for Voluntary Organisations, put the voluntary sector’s total income for year of 2009/10 at £36.7bn (Ainsworth 2012.) Even though there is an increase of cash inflow in this third sector, why is that the organisations approach to utilising human assets to achieve strategic goals and objectives has encountered a mix review. However, Moxham (2010) suggests that Not-for-profit (NFP) organisations consider the introduction of performance management system less crucial than organisational structural activities or that the central benefits of the use of PMS are motivational rather than instrumental. However, human resources (HR) managers have found it difficult to manage employee’s commitment and expectations to the organisation (Muller-Camen et al 2008; and Martinez & Kennerly (2010) and British managers in Not-for-profit sectors found it difficult to cope with HRM issues giving other areas low priority in the context of their own managerial workloads increasing, lack confidence in their ability to complete an HR role, and (Hunter & Renwick 2009) find it hard to treat staff as assets to be developed. Is there a conflict between an employee performance management system in charity which arguably is grounded in the soft HRM and the hard HRM management style in an organisation that makes the needs and interests of its workforce second to the interests of the organisation? Lynch & smith (2009) qualitative
findings in Not-for-profit (NFP) organisations suggests that the management of volunteers is not universally formalised, that the absence of a job description or guidelines as was required of a volunteering job is present, and that managers usually depend on personal discretion or their own personal likeability scale on a case by case and were unlikely to be openly honest about the worker’s failings or unsuitability.

A survey undertaken by WorldatWork & Sibson Consulting (2010) with organisations that had fewer than 100 employees to more than 100,000 employees, (N=571) concluded that the main challenges of an employee based PMS the organisations represented in the sample were managers/supervisors led, that is, they gave inaccurate and poor meaningful staff reviews, poor goal setting, managers dedicated more time completing forms than conducting performance reviews. Furthermore, 71% agreed that employee performance management staff reviews is a yearly process although goal setting, feedback and coaching takes place throughout the year, and 30% expressed distrust of their employee performance management system (WorldatWork & Sibson Consulting, 2010) . Findings by Dartington (1996) reported the founder /the most senior leadership of the organisation creates the internal vision of leadership and there is a sense of unchallengeable authority especially in smaller organisations.

The thrust of the research would take a quantitative approach to investigate the perceptions of the volunteers, and staff of their employee performance management system to establish if there is link between the hard HRM practice at work and what deficits problems of the employee performance system and broken psychological contract of its workers. Survey ratings of perceptions of managers in carrying out PMS activities would indicate what areas of implementation of model of PMS presented are largely ignored and supported.
3.2 RESEARCH AIM
The researcher’s intention is to investigate the opinions and perceptions of staff (paid and unpaid) who work in social charity/ not-for-profit (NFP) organisations about their organisation’s employee performance management system. The researcher intends to shed light on what are structural weaknesses and strengths of the organisation’s employee performance management system and its impact on the psychological contract of its volunteers and staff. Is there a link between organisation’s employee performance management system and its hard HRM practices/management style?

3.3 RESEARCH OBJECTIVE
By exploring and analysing the employee experiences and perceptions of their existing performance management system, to determine the areas of strength and weaknesses of the charity organisations method of managing individual performance of its work force. Furthermore, the research intends to put forward recommendations to charitable organisations who seek for ways and methods to improve their employee performance management systems.

3.4 BENEFITS OF THE STUDY
There is need to contribute to the growing debate about the employee based performance management system within the Not-for profit sector. Furthermore, the research is applicable to organisations of various sizes who seek to improve their HR system and reduce high turnover. Understanding the differences in managing all staff including both volunteers who are growing segment of the workforce, organisations would be well placed to put in place better HR practices that would attract and retain highly skilled motivated staff to their organisation.

3.5 DELIMITATION OF SCOPE
The research is restricted by time and budget allocated for this research. Furthermore, the research is a survey study and therefore it is subject to problems commonly associated with
carrying out a survey research and its findings. The research did not include all types of Not-
for-profit organisations and therefore sample for this study came from European based social-
related charity organisations that have no overt political or religious affiliations.

4 CHAPTER 3

4.1 LITERATURE REVIEW

4.1.1 HUMAN RESOURCE MANAGEMENT (HRM)
Many interpretations of what HRM is exist in literature. Pinnington & Edwards (2000) refer
it as considered as a developing collection of rival theories. In principle, HRM involves a
wide range of human resource (HR) activities and issues, with burden for their successful
application tied with different persons in the organisation. In the case where there is no
specialist HR function in the organisation; HRM is the exclusively the responsibility of the
functional management of the organisation. A more refined explanation provided by
McKenna & Beech (2002) says HRM is about increasing organisational performance through
adoption of best practice in the management of people recognising that staff workers are
valued assets. Such arrangement is to successfully manage their commitment which includes
their psychological contract and competence in exchange for their loyalty (McKenna &
Beech 2002). In addition, the objective is not manipulate the staff worker by judging on past
behaviour but to extend support by evaluating how the staff worker can contribute to the
goals of the organisation while considering worker’s development needs in order to achieve
these goals (McKenna & Beech 2002).

Going back in history, HRM’s first prominent influence can be traced back to important
published works of American and British inspired theorists (Beer et al 1984; Guest 1987; and
Fombrum et al 1984) from which two opposite theories emerged namely the ‘hard’ HRM and
‘soft’ HRM terms coined by Storey (1992). In looking at this these two, it is best to use Harvard and Michigan models that would address their differences. Both models are used in the context of solving problems and decision-making and it does not mean that one is gruelling and the other is relaxed (McKenna & Beech 2002).

4.1.2 ‘Hard’ HRM
The Michigan model is synonymous with a hard HRM approach which was first proposed by Fombrun et al (1984). The principles of this model sees employees as means to secure the organisation’s strategy as a resource that is tactically used in quantitatively, logical and persuasive way towards the competitive achievement of the business. It subscribes to the unitarist perspective focusing on costs, head counts, and that the goal of the organisation and that of the staff worker’s converges. Motivation and rewards are important but only as a means of achieving the organisational mission and goals. Fombrun et al (1984) argues that the strength of this model is that the emphasis is on the organisation which as one unit that strategic control, organisational structure and systems for managing people that can respond adequately to its environment.
According to Pinnington & Edwards (2000) one of the main criticism in literature about this model is that empirical research has not supported the evidence that organisations follows this model to the letter although a Truss longitudinal 1997 study suggests that big companies managed their staff adhering to a strict strategic focus towards the organisational goals.
4.1.3 ‘Soft’ HRM

The Harvard model made popular by (Beer et al 1984) and Guest (1987) model are exemplars of this theory. The soft approach is concerned about the motivating the employees and what the best ways to manage them. Beer et al (1984) Harvard model espouses the concept of managers taking responsibility to initiate ways to how people are managed. Four policy areas namely employee influence, human resource flow, reward systems and work systems must be planned and used in logical manner by the managers to satisfy the all its stakeholders. Furthermore, employees are given a role to play too as long as everything is done in consistent with the overall organisational strategy, policy, management philosophy. Guest’s 1987 model is similar too but it has seven policies under consideration namely organisational and job design, policy formulation and implementation, recruitment, selection and socialisation, appraisal training and development, manpower flows, reward systems and communication systems. Refer to diagrams for comparisons.

![Diagram of Human Resource System](image)

Figure 4-3 Human Resource System   (Beer et al 1984)
Most importantly, both models give strong acknowledgement to the needs of the staff workers and remain committed to staff’s needs as long as actions taken in harmony with the policy of the aims of the organisation and management goals.

### 4.2 PERFORMANCE MANAGEMENT SYSTEM

Performance management system (PMS) within human resource management (HRM) is a critical topic that deals with effective use and misuse of performance management system...
Performance management system is been described as an on-going transparent process of managing and measuring an employee or teams through a clearly defined transparent accountability and measurement system (de Waal & Goedegebuure & Geradts, 2011).

According to CIPD (2009a) performance management of people has move on from the 1990’s heavily bureaucratised system that was often unclear and misunderstood by researchers to wide-ranging and comprehensive process. Earlier research suggests that there has a been a transition of opinion from when it was thought there is no harmony among practitioners of what are the success factors of performance management of people to a now widely accepted analysis that supports the evidence for performance management as a single system to integrate a number of activities focused on individual contribution, such as career planning, talent management and learning and development (Armstrong and Baron 1997, Armstrong and Baron 2005; (CIPD, 2009a) CIPD, 2009b).

### 4.3 INTEGRATED STRATEGIC PERFORMANCE MANAGEMENT SYSTEMS MODEL

Organisations are increasingly using an integrated performance management system that has both reward and development focussed strategies (Torrington et al 2011) Gruman & Saks (2011). There is a growing agreement between researcher and practitioner perspectives even though there are distinctions between a development driven PMS and a pay-related PMS, the marriage of these two dimensions forms a much more robust integrated performance management model as supported by both academic and practitioner literature (Torrington et al, 2011; Gruman & Saks, 2011).

#### 4.3.1 Purpose and Benefits of an Integrated Model

An ideal best practice PMS whether it is developmental or reward driven is not a system per se but rather it is a flexible continuous process that is linked with motivation, on-going
feedback/regular reviews, evaluating the employee’s promotion prospects, training needs & career development, fostering consistency in standards and performance, and reinforcement/reward for performance achieved (Muller-Camen et al 2008) & (Torrington et al 2011). However, (De Waal & Counet, 2008; Taylor, 2008; DeNisi, 2011; Torrington et al, 2011; Gruman & Saks, 2011) suggests there is a relationship between this model and morale, productivity in the work force that has help organisations to achieve sustainable competitive advantages.

4.3.2 Problems
However, Taylor (2008) argues that these two dimensions are in conflict when applied in a design process and its implementation. As evidence suggest by (Becker, et al, 2011; Pulakos and O’Leary, 2011; Van Dooren, 2011) many organisations have reported that they face immense challenges in matching and aligning performance measures with business strategy, structures and corporate culture, performance measurement strategies with huge consideration for the costs of introducing and maintaining this HRM practice. Halloway (2009) indicated that large areas of performance management are still under-theorised and that practitioners tend to do away with theories do not address all of the complexities and uncertainties associated with PMS in global environment. It could be argued that the value of well-managed volunteers outweighs the revenue organisations can attract and any economic value of the services they provide.

4.4 THE DEBATE OF PMS IN NOT-FOR-PROFIT ORGANISATIONS
Critical evaluation of PMS from (De Waal & Counet, 2008; Cheng et al, 2009; Micheli et al, 2011) maintains that maximising its full potential is difficult to achieve and that an ineffective implementation or inappropriate use produces detrimental effects to the organisation.
4.4.1 Lack of Longitudinal Empirical data
According to (Harris Mulvaney et al., 2006 & Waal & Goedegebuure & Geradts, 2011), showing the influence of PM in Not-for-profit (NFP) organisations is even more difficult than in for-profit organisations due to lack of scarcity of empirical longitudinal studies, and that, only a minor concrete empirical evidence of the actual effects of employee performance management exists in the organisations. Therefore, some researchers have encouraged deserting the employee performance management processes altogether only as an option when there are no ties between ratings and outcomes (Culbert 2010).

4.4.2 Cynicism
Cynicism against performance management systems stifles progress and weakens assurance, confidence and building up acceptance for a performance management system is far harder to gain than to lose it (Van Dooren, 2011). The negative findings as highlighted earlier may be attributed to the stakeholder’s problems of the PMS system/process than the actual system. For example, the car does not cause an accident per se but it is the driver/owner of the car who assumes the responsibilities to drive carefully and maintain a well serviced car. Moxham (2010) contends that in NFP organisations, support for an employee performance management process is mainly for ‘financial health check purposes’ and that PMS is perceived as a complex measuring tool in implementation, requires un-ending consistent equal buy-in from every staff and skilled implementers. Furthermore, in general middle level managers are not motivated about the HRM approach to managing its staff because it does advance the idea of immediate solutions. (Sparrow and Marchington 1998).

4.4.3 Labour Cost
A number of empirical findings agree that there is no perfect single performance management system that is not error or problem free (Muras et al 2008; Martinez & Kennerly , 2010; Pulakos & O’Leary 2011; Wolum, 2011). Notwithstanding, (Muller-Camen 2008; Goedegebuure & Geradts, 2011) also suggests that implementing or maintaining performance
management system is labour intensive and demands the involvement from all levels of management and every staff take ownership of it in order to for it to become a viable process and a successful on-going process that is relevant and applicable to the organisation.

### 4.4.4 Other Problems

Evidence from literature sources (Torrington et al, 2011; Cheng et al, 2009; Aslam & Sawar, 2010) & Ahmed & Kaushik, 2011) lists a whole range of problems linked with inconsistent implementation or the lack of performance management system such as unclear strategy, unclear goals and objectives, incomplete performance management stages/ cycles, lack of staff training on the use of PMS, lack of change management strategy, and the absence of a permanent organisational PMS culture. Earlier research by Hay et al (2001) listed HR related negatives factors that can cause internal conflicts ranges from the lack of training in the legal responsibilities of an employer, bare training resources, organisation's experience of implementing effective HRM practices such as training; job design, smooth leadership structures and lack of recognition of the individual’s specific values.

### 4.4.5 BENEFITS AND EFFECTS FOR AN EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM IN AN ORGANISATION

#### 4.4.5.1 Benefits

A well rounded employee performance management system enables an organisation to sustain competitive strategic advantage by providing techniques that manages expectations, align employee behaviour with business needs and organisational culture, while bringing visibility and value to the organisation (Shield, 2007). Furthermore, the emergence of this HRM practice of managing people has produced several assessment methodologies, balance scorecard system, and staff review mechanisms including performance review formats, assessment processes, performance tracking which has resulted into other HR related actions
such as performance coaching, recognition and managing poor and good performances, which includes the exit of poor performers (Shield 2007).

Recent literature by Chamberlain (2011) underlines the connection by stating that obvious effective performance management system aids the strategy and goals of the organisation but that is made possible through open transparent system that all employees are encouraged to contribute personally or in teams to the strategic course of the organisation. This awareness to think strategically may likely improve the psychological well-being and contract of their employees. According to WorldatWork and Sibson Consulting (2010), many organisations still value employee based performance management system as a viable channel to achieve business objectives and differentiate high performers from low performers but, many challenges can potentially obstruct or derail the organisation’s efforts to achieve an effective performance management.

As organisations strive to encourage higher performance rates, the use of performance management systems (PMS) is on the rise chiefly because it strategically manages an employee’s or teams effort and productivity by aligning the performance criteria with the company’s objectives (De Waal & Counet 2008) Taylor 2008). Dutch research (Waal & Goedegebuure & Geradts, 2011) suggests that a clearly defined and measurable goals is positively associated with performance in non-profit organisations and a positive impact on the staff workers. The PMS process includes future employees who needs coaching, guidance and growing understanding of the organisation’s PMS culture (Melo et al 2010) and, aligning each employee’s performance agreements with the departmental business plans that enhances the overall organisation’s vision, mission and strategies (Taylor 2008).

4.4.5.2 Importance
One of the central pieces of employee based PMS that directly impacts the employee commences from job analysis till when the employee exits the organisation (Boxall & Purell
and each staff member differ in their skills and abilities they bring to the job, in their personality, motivation in their everyday experiences, training, and qualifications. Failure to address these underpinning HRM issues in may adversely affect the psychological contract - weaken staff worker confidence, job satisfaction, create an environment where antipathy, loss of credibility/perception from employees that can undermine the overall strategic interests of the organisation (De Waal & Counet, 2008; Torrington et al, 2011; Wolum, 2011).

5 FOUR CYCLE EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM MODEL
Although, there many methods of implementing an employee PMS exists in practitioner literature, the research would focus on one model which is a combined practitioner and researcher based implementation model. This model along with other models promotes the idea of managing performances as an organisational HR activity as a cycle of on-going processes that takes place in organisation for it be successful. It has four stages namely: 1. Definition Of Business Role, 2. Planning Performance, 3. Delivery And Monitoring and 4. Assessment & Reward.

Figure 5-1 Employee based four steps PMS cycle implementation model
Source : (Jozef 2011)
5.1.1 DEFINATION OF BUSINESS ROLE
Many employees that include top level middle managers, departmental heads, professionals and all workers need to be persuaded on the merits before a performance management system is rolled out to others. As already iterated by a research sources, there is no perfect PMS that is error or problem free (Pulakos & O’leary 2011; Wolum, 2011; & Muras et al 2008; Martinez & Kennerly 2010) Therefore, an organic approach may be required in a design of a PMS. Several key activities related to the introduction of PMS can have impact on the whole company such as resources (de Waal & Goedegebuure & Geradts 2011) states an effective performance management system aids the strategy and goals of the organisation that is supported by an open transparent system and allows the employees to contribute freely, personally or in teams, to the strategic course of the organisation. Furthermore; Shield (2007) added that implementers must also focus on the employee’s advancement, learning and development to create a high achieving staff in meeting the overall organisational strategy.

5.1.1.1 Job Analysis & Job Description & Job Specification
Job analysis is a flexible on-going methodical practice to gather and review information about the content and people requirements of jobs and the context within which they are performed (Price, 2007; Williams, 2006). It is very useful HRM tool to be regularly used to enhance the when the person has left the job to provide a detailed job description and job specification in the light of current and future organisational needs to achieve successful job performances. For example, a high degree of informal approaches towards detailing job description and information about duties in a letter of acceptance have impacted the volunteers behaviour in relation to how they perceived the organisation is being run (Hay et al 2001; Finzi et al 2012). Although, a flexible job description exists in literature which sprouted from Japanese management practices that allows for flexibility in the event of changes and quicker organisational direction (Mckenna & Beech 2002), NFP organisations who manages older and professional experienced volunteer work force would preferred a
traditional job description that is robust and accurate. In hand with the traditional job
description, is a job specification that is informative to the person applying and about the
organisation as well. It provides a framework of the desirable qualities and important
qualifications needed to fill the job position (Mckenna & Beech 2002).

5.1.1.2 Management Driven Plan
Torrington et al (2011) recommends that a PMS be driven at line manager/supervisor level
alongside HR managers but the most senior managers/executives have the power and
influence in driving the overall PMS process Muller-Camen (2008). For the NPO sector,
board of trustees are the senior level management. Although, the responsibilities of board of
directors/trustees are very akin to those of board of directors in commercial sector, NPO
trustees/directors would often would serve as a non-executive receive no salary or
remuneration but are expected to invest their wealth of corporate experience and skills, and
portray financial/political influence to further the aims and objectives of the organisation
(Irish Non-profit Knowledge Exchange, 2012).

5.1.1.3 Governance In Non-Profit/Charity Sector In Ireland
In the Irish non-profit sector, the board of trustees/directors are the engine behind the day to
day operations, ensuring that the needs of the beneficiaries, donors, and the public are met
and the overall PMS success of the organisation (Irish Non-profits Knowledge Exchange, 2012). Most often, many of these non-trustees/board members served on more than one
board with non-executive benefits such as no salary or remuneration when compared to the
commercial sector but they bring to the NPO sector their wealth of experiences & skills and
perceived economic/political clout to further the aims of the organisation (Irish Non-profits
Knowledge Exchange, 2012). Furthermore, the board is able to take advantage of its
collective experience, expertise, reputation, and knowledge to guide the strategic direction of
the organisation anticipates the potential problems and acts before issues become crisis
Mwenja, & Alfred, (2009). Like other volunteers they are managing, they choose to work for these organisations because they are committed to its cause in spite of irregular and unstable funding streams which makes addressing the full needs employee performance management system and other needs more difficult (Matías-Reche, 2009).

5.2 PLANNING THE PERFORMANCE
The decision to implement a PMS would first require a detailed effective performance management system relevant to the company culture Muller-Camen (2008) and that is closely linked with the goals and objectives of the organisation communicated from top down cascading down through the levels of management who then links it up with job analysis, job description, and person specification (Chamberlain 2011). According to (Mansor et al, 2011; Ohemeng, 2009; Shields, 2007) positive steps in executing and maintaining a PMS should be flexible towards external and internal factors and that a well-thought out systematic approach to managing an employee’s performance begins with defining the exact skills, knowledge, and abilities required; classifying the acceptable behaviours; and identifying how outcomes will be appraised/rewarded. For example, Stahl et al, (2007) findings suggest company policies and practices, and opportunities regarding career advancement can substantially affect employees who work abroad, their ability to work out a satisfying career, decision to stay or quit their place of work even though they respect the work of the organisation.

5.2.1 Purpose Of Strategy Implementation
The measuring individual performance employee should be careful evaluated into the process (Melo et al 2010). The purpose of performance management system is to align each employee’s performance agreements with the departmental business plans that would enhance the overall company’s vision, mission and strategies Taylor (2008). Another purpose is to set future employees up to succeed by providing coaching, guidance so that new employee gradually understands the PMS culture. In the case of a new PMS being
implemented with existing staff, a managing change program is required Rao (2008). Another feature of the PMS is that, it would provide enough flexibility and space for individual creativity and strengths of employees.

5.2.2 Training Of Managers/Supervisors
The roles of managers/supervisors are instrumental in developing the critical knowledge skills and abilities (KSA) that the employee (or volunteer) needs and provide job-related opportunities and career development (Ahmed & Kaushik 2011). Therefore adequate training of managers/supervisors provides equitable assessment contributes to meaningful, unbiased and fair informative feedback, reviews and appraisal employees need (Rao, 2007,2008). Higher levels of job satisfaction and retention of staff is thought to be linked to an effective and efficient PMS (Muller- Camen 2008). Organisations who invest in educating managers/supervisors to acquire good skills of the appraiser are trained to set objectives and measure achievement in a valid and reliable manner, and conduct effective performance discussions and appraisals reduces risk of apathy but does not eliminate it according to (Becker Antwar & Everett, 2011). Furthermore, (Rao, 2007; 2008; Becker Antwar & Everett, 2011) suggests training of managers/supervisors provides equitable assessment that would contribute to meaningful, unbiased and fair informative feedback, reviews and appraisal of employees. This is to avoid the situation, where managers are sometimes prone using their personal rating standards, make un intentional rating errors, that does harm to the accuracy of performance measurement but can create perceptions of unfairness, with consequential negative impacts on employee attitudes and motivation Pulakos & O’Leary (2011).

5.2.3 Employee Development: Training and Development
It is a widely HRM process to investing in employees so that they can perform. Training and development is essential for staff and managers and an intrinsic part of the HRM practice. It takes different forms in organisations such as coaching, career management, mentorship,
sitting by Nellie, job enlargement to broaden the job experience of the employee, job rotation, among others (McKenna&Beech 2002). Research suggest that employee development programmes in organisations improves staff communication, better understanding of business amongst staff and higher levels of motivation and skill sets (McKenna&Beech 2002).

5.3 DELIVERY AND MONITORING

5.3.1 Communicating the Plan
Furthermore, (Torrington et al, 2011) suggests that a PMS is driven at line manager or supervisor level alongside HR managers but the most senior managers/executives have the power and influence in driving the overall PMS process (Muller-Camen 2008). A full participatory input from a top-to-bottom and vice versa communication channel approach can empower and equip employees with the skills and tools to take charge of their work responsibilities, development and their future Ahmed & Kaushik (2011). Organisational efforts are also crucial that every present and future employee in the organisation understands the PMS process (Martinez & Kennerly 2009, 2010).

5.3.2 Trusted Staff Feedback/Appeal Process
Communicating the PMS process is vital at every stage and it is a continuous process. This means that every employee has a safe way of reporting bias, grievances and concerns (Martinez & Kennerly 2009, 2010). The practitioner perspective encourages conducting continuous periodic performance reviews at both operational and executive levels adds value to the PMS that could unearth problems and issues into the known (Torrington et al 2011).

Transparency, regular communication in the form of feedback/reviews from employee and managers are important features of an effective and efficient PMS Ahmed & Kaushik (2011). The timing of the reviews and feedback is a crucial factor in the process because Martinez & Kennerly (2010) reported in their study that the organisation’s reputation and image among its stakeholders improved, and customer satisfaction. Torrington et al (2011) also added that
fair, simple and transparent documentation and confidentiality of all aspects of employee performance review is a necessity for a trusted PMS.

5.3.3 Leadership Style
Muller-Camen et al (2008) and Martinez & Kennerly (2010) suggest that management leadership style can also affect implementation of the PMS. A leadership style from a command control attitude and culture leadership style that drives performance to a leadership/style that creates commitment, empowerment and loyalty is an important link in practitioner literature (Thach & Thompson 2007; Jacky 2009). This is essential, if the goals and objectives of the organisation are to be communicated from top down cascading through the levels of management and is woven with the job analysis, job description, and person specification (Chamberlain, 2011).

5.4 ASSESSMENT AND REWARD

5.4.1 Choice of Reward Systems
Staff from Not-For Profit organisations experience higher job satisfaction and are more intrinsically motivated than their for-profit counterparts (Benz, 2005; Devaro & Brookshire, 2007). Recent studies Seidon & Sowa (2011) found in survey study (n=22) charitable organisations and frontline staff (n=49) that charitable organisations do not depend on performance-based monetary rewards and incentives as significant factors of their performance management systems and staff were more likely be more satisfied with the intrinsic rewards of their positions. Thus, the researchers concluded that organisations should switch focus on the possibility of other rewards tied to the performance management system, such as job enrichment and job enlargement. In a pay related performance scheme,
incentives are linked to meeting specific targets or objectives, as well to the quality of performance as perceived by the management it is more perceived as fairer to the individual than the across the board approach which does not differentiate (Mckeena & Beech 2002). However, team pay approach and groups pay schemes have also increased performance when profit is shared and the culture of open information about the business performance is practiced (Mckeena & Beech 2002).

5.4.1.1 Expectancy Theory
The expectancy theory (Porter & Lawler, 1968, Vroom 1964) stresses that workers expect any expenditure of good effort in completing a certain task will lead to a good performance review and generate an acceptable outcome of intrinsic and extrinsic rewards and when such is realised at the place of work, it is expected that more valuable effort would be imminent over the course of the employment from the worker. However, if the bond with the effort and reward is broken, it is highly likely that worker motivation would begin to change and forthcoming effort would be regulated downhill or ended (Mckeena & Beech 2002). This theory is applicable in the NFP sector for the reason that the volunteer or paid worker is motivated to achieve the goals and objectives of the organisation and in doing so, the worker expects the organisation to seek to repay them with extrinsic rewards (Mckeena & Beech 2002).

5.4.1.2 Goal Setting Theory
According to Taylor (2008) within the context of executing and managing an employee performance management process, there is an on-going debate on the merits and demerits of goal setting appraisals and objective-setting but goal setting is considerable highly favoured by many literature sources. Goal setting involves managers and subordinates in jointly establishing and clarifying employee goals (Webb et al 2010). Goal setting process makes it difficult for the manager to make comparison with another employee and detrimental in
decisions involving promotion (Taylor, 2008) and rewards for goal attainment were increasing in the difficulty with the goals Webb et al (2010). According to Webb et al (2010) the difficulty of self-set goals is adversely associated with employees' intuition of management intentions; staff with better past performance set more demanding goals; and both prior performance and goal difficulty are positively associated with current period performance. In conclusion, although offering rewards are not a substitute for creating an employee based performance management culture, motivation, and behaviour, it is part and parcel of the core HRM strategy that would identify and remove barriers to effective contribution to performance (McKeena & Beech 2002).

5.5 PERFORMANCE APPRAISAL

Ahmed & Kaushik (2011) states that although, performance appraisal is sometimes regarded as the only main component of performance management by some, the authors argued that such approach fails to support human performance but rather limits it. Nevertheless, Mayer & Davis (1999) 9-month quasi-experiment found that the implementation of a more acceptable performance appraisal system increased trust for top management when three intended factors of trustworthiness (ability, benevolence, and integrity) mediated the relationship between perceptions of the appraisal system and trust.

5.5.1 Purpose Of Performance Appraisal

According to Perveen (2011) Performance appraisal process is developmental in nature and useful for the reasons stated below.

- Useful mechanism to rate the performance of the employees, assess their contribution towards the main organisational goals and reward each one.
- Employees can be duly acknowledged by the means of rewards and appreciation.
- It is forms a link between the organisation and the employees’ personal career goals.
• By way of feedback, managers and supervisors can communicate, motivate their workers and help with the employee’s individual career developmental plans.

• Based on the evaluation, employees can develop their career goals, achieve new levels of competencies and chart their career progression.

• An aid to recognise the hidden talents and potential of the staff in the area of leadership responsibilities and positions for organisation’s future plans.

Leopold et al (2005) added that it is to bring accountability and development to which there are four types appraisal namely peer review and development, competence assessment and development appraisals, peer accountability and fourth type is concerned with setting and monitoring targets. Each appraisal method has its uses and where it is applicable. Furthermore, Leopold et al (2005) also stated that there is a debate about the how regular should the appraisals be in organisations. Some have argued for every two years and others have recommended that it should be a six-monthly or even on a quarterly basis. Does it make any difference?

5.5.2 Problems Associated With Appraisal
In spite of its great uses, a number of potential problems associated with performance appraisal are known according to McKenna & Beech (2002) Some of them are as follows: inadequate interview and counselling skills used by the appraiser, appraiser bias due to subjectivity and evaluation distorted by personal likes and dislikes, feedback given to worker is deficient in number of ways, all-in-one appraisals where the appraiser is the judge and the counsellor and a no real sense of ownership among the managers/supervisors and no in depth commitment to the process (McKenna & Beech 2002).

5.6 THE PSYCHOLOGICAL CONTRACT
Although, Lynch & Smith (2009) argues that the idea of a psychological contract for volunteer workers is contentious and its expectations have implications for the commitment,
stability and co-operation of volunteers. Nevertheless, the psychological contract is a multifaceted heterogeneous theory that has been extensively written that is applicable within the context of employee based performance management system in a non-profit organisation.

5.6.1 Definition
According to Cullinane & Dundon (2006) and Coyle-Shapiro & Parzefall (2008), the term ‘psychological contract’ began with (Argyris 1960) who describe it as the entrenched power of perception and the values held by the organisation and employee in the employment relationship. However, (Coyle-Shapiro & Parzefall, 2008) summarises the historical account that the idea preceded Argyris as far back in 1938 when it was first discussed by (Bernard 1938). Nevertheless, Rousseau is credited to have resurrected this theory providing the perspective of the individual as the basis for her defence for explaining employee turnover behaviour Cullinane & Dundon, 2006; Coyle-Shapiro & Parzefall, 2008)

Rousseau defined this term “as the beliefs individuals hold regarding the terms and conditions of the exchange agreement between themselves and their organisations” (Rousseau, 1995 pp 9)

It is an unwritten obligatory contract for each employee that is different from a legal written contract that is printed and can be litigated upon if there is violation Coyle-Shapiro & Parzefall (2008). In short, the psychological contract encourages unexpressed and unknown expectations that extend beyond the limits of a legal employment contract (Cullinane & Dundon 2006, Coyle-Shapiro & Parzefall, 2008). A psychological contract is a schema of the employee-employer relationship.

Guest (2004) further stated that the psychological contract is a two-way exchange process putting more focus upon the awareness of give-and-take promises and commitments between the employee and the employer.
5.6.2 Broken Psychological Contract
Cullinane & Dundon (2006) suggests that a broken psychological contract is not always based on reasons such as the lack of management’s effort or managerial failure to deliver the unspoken expectations as psychological literature sources explains it but on the contrary, it is the perceived employee’s efforts to maintain the conditions created in a previous contract, that is, refusing to give up what were now artificial expectations. However, Bal et al (2010) argues that the chemistry between psychological contract breach and outcomes are controlled by the strength of the existing relationship between the employee and employer.

5.6.2.1 Types of Psychological Contract
There are a number of debates, challenges and unresolved issues in the domain of the psychological contract. However, this research would not divulge into the four types that exists that but instead focus on types of contracts within the context of employee based performance management system in the not-for-profit sector.

Within the literature, (Rousseau, 1995, Rousseau 2004) the psychological contract has perceived to be divided into two contract types namely transactional and the relational. According to O’Donohue & Nelson (2009) the transactional contract is fairly explicit, short-range and has explicit performance terms and such contracts include the trade of contributions that are mostly economic or financial in nature, from reasonable and self-
interested parties, and do not result in open-ended interdependence. In contrast, O’Donohue & Nelson (2009) states that relational contracts are more complicated in nature, have unwritten performance terms that has develop over a period, and containing long-term investments from which withdrawal is tricky. They continued to state this type of contract includes contributions that are mainly socio-emotional in nature. O’neil & Adya 2007, & Rousseau, 2004) describes as loyalty that exists between the employer and the employee, and both partners believe that an open-ended pledge to the future exists. The combination of these two types of contracts is known as ‘balanced’ psychological contract (Rousseau 1995; Shore et al. 2004) in the workplace. Balanced contracts are a blend of the open-ended time frame and shared concern found in relational contracts and the performance demands and renegotiation efforts found in transactional contracts (Rousseau, 2004). According to O’neil & Adya (2007) Balanced contracts combine employer commitments to develop workers with expectations that workers will be flexible and willing to adjust if economic conditions change (O’neil & Adya 2007). In the case of volunteers, psychological contracts tend to be relational rather than transactional, with conditions such as explicit feedback on the value that volunteers contribute to the organisation’s mission and goals, and feeling the organisation cares about their volunteers’ well-being are often more salient to the volunteer Taylor, et al 2006; Starnes 2007). Workers with relational contracts can very hurt when the psychological contract is honoured but they are more persuaded to pursue solutions so that they can maintain their relationship with the employer (O’neil & Adya 2007). Only when a situation cannot be remedied will they reduce their contributions or consider leaving altogether (Rousseau, 2004). Research findings suggest that transactional psychological contracts were not overtly relevant to volunteers and paid workers but a psychological contract breach in terms of relational contract obligations negatively impacted on performance (Taylor, et al 2006; Starnes 2007).
The Link between Psychological Contract and Employee Performance

Management System

The consequences of unmet and unvoiced expectations and obligations or promises, unfair treatment, especially in areas of career development can lead to negative psychological contract that bears the hallmarks of distrust of management, feelings of insecurity, dissent,
lack of commitment and cooperation, apathy, resentful compliance or even high turnover employment figures (Goedegebuure & Geradts, 2011; Bal et al 2010; Rupp et al 2011; Cullinane & Dundon, 2006; Hay et al 2001). Unrealistic expectations can cause harm on the work performance (Bal et al 2010) and directly affect the individual performance management system (PMS). Furthermore, Lynch & Smith (2009) also noted that professional employees are more likely to respond to breaches of administrative role obligations, with feelings of dissatisfaction, turnover intention and actual turnover, whereas breaches in professional role obligations are more likely to result in lowered organizational commitment and job performance. The successful organisations attract and retain best talents by entering into psychological contracts with their staff in order to stimulate them to achieve its goals and objectives and become more resourceful its needs (O’niel & Adaya 2007). To do so, (Rosseau 2004) advises that organisations must purposefully create a psychological contract that establishes trust between the partners and encourage employee commitments.

5.7 VOLUNTEERISM

5.7.1 Definition
Volunteering is in principle described as being employed to work for no financial gain and actively involved or contributing time, energy or talents which is different from being a donor or sponsor (Merrill 2006 & Waikayi et al 2012). Furthermore, Oppenheimer (2008) describes as where assistance is given without motive for profit, in the form of time, skills or service to an organisation and carried out willingly without force. Other definitions have been proposed which includes the opportunities of self-interest and the need for recognition Waikayi et al (2012).

5.7.2 Difference between an Unpaid Employee and Volunteer
However, there are known examples of full time and part time volunteers in organisations who are receiving regular income from external financial supporters for their labour in an
organisation over a number of years. They would be employed by the organisation directly but are not paid by them. Many religious oriented organisations like set up like this. There are examples of un-paid employees who are not volunteers per se. They would be interns looking for job experiences, skilled retired staff who work for an agreed set period and may enjoy the benefits of employment laws and covered by company insurance but would not be salaried contractually. The research acknowledges these types of staff into the data collection methods.

5.7.3 Who Are The Volunteers?
According to McCloughan, et al (2011) volunteers tend to have achieved high height of educational accomplishment and the peak age for regular volunteering is between 45 and 50 years. Furthermore, 40% of UK based adults are employed in voluntary activities and between 10% and 19% of Ireland based adults are engaged in the volunteer sector McCloughan, et al (2011). It is suggested that the employees including volunteers may possess unusually high levels of skill or knowledge combine with their contacts from other social networks (Center for non-profit management 2010). Staff with unusually high levels of organisation-specific knowledge is beneficial for growth of a NPO/charity organisation because these staff members are less likely to repeat past mistakes and be better able to recommend changes that will improve the operation of the PMS system subject to background experience or professional input.

5.7.4 The Two Strands of Volunteerism
More recent literature (Hustinx, 2007; Hustinx and Lammertyn 2003; Hustinx and Lammertyn 2004; Centre for non-profit management, 2010) has divided volunteering styles (including motivations for volunteering) into two main strands the need for individual expression, namely collective style which is premised on the idea of a personal accountability to the society in which the volunteer is placed and the other, which is the more personal and
individual type that allows for the social statement of identity, or an statement of who that volunteer is. Hustinx and Lammertyn (2004) makes the difference in their explanation as follows: collective volunteers see themselves as main members of the organisation; devoted to the organisation’s values and goals and feel liable for the organisation’s success as a whole but the reflexive type of volunteers need a high level of freedom of movement and elasticity in their involvement of activities offered, but with hardly identifying with the organisation as a whole. This research does not distinguish the type volunteers in the research because the focus is on self-reported responses to how efficient and effective is the employee performance system in their organisation they work for.

5.7.5 The Reasons and Benefits from a Volunteer’s Perspective
There are several reasons why a volunteer dedicates himself or herself on full time basis or part time basis (Centre for non-profit management 2010). Findings, (Ruddle & Mulvihill 1999) based on their research sample suggest that 43% cited ‘belief in the cause’, 35% did so on the basis of ‘being asked to help out’, 32% said they ‘wanting to help out 30% indicated that they were ‘being neighbourly and 29% noted that ‘knew the people involved’. Furthermore, when asked why volunteers continue to be a volunteer, the results show that ‘seeing the results’ cited by 54%, 41% stated ‘meeting people’, 18% cited ‘getting experience or developing skills’, 49% noted ‘feeling of doing good’ and 34 % cited ‘enjoyment’ (Ruddle & Mulvihill 1999). Recent studies (Brown, 2005; Lee & Brudney, 2009) suggest that young volunteers (under 25) indicated that it is a way of finding out what working life is like and to gain working experience and training but for mature volunteers, management abilities and style is what they are valued as a stronger motivator for long term service Waikayi et al (2012).
5.8 HYPOTHESES

H1. Implementing a comprehensive employee performance management process in non-profit social organisation is affected by line managers/supervisors knowledge and understanding.

H2. Poor implementation of PMS affects the quality of staff reviews and motivation of the committed staff.

Null hypothesis – There would be no difference in the results.

6 METHODOLOGY

6.1 Overview

This chapter seeks to clarify the research methodologies and philosophies that were employed in this study. Using the research onion process as identified by Saunders et al. (2009), a detailed explanation of the different types of research pathway and tools available within those types and addresses issues of the research’s justification for those that are relevant to and where used in this research. The research aims and objectives of the research are also outlined.

6.2 DEFINATION OF THE RESEARCH PROBLEM

The need to define the research problem and provide answers to the research problem is not be understated (Saunders et al. 2009). After doing this, can the researcher then proceed to present a detail clear conclusions drawn from the data collected.

What are the ‘blind’ areas of employee performance management system that organisations overlook?

H1. Implementing a comprehensive employee performance management process in non-profit social organisation is affected by line managers/supervisors knowledge and understanding.
H2. Poor implementation of PMS affects the quality of staff reviews and motivation of the committed staff.

6.2.1  **RESEARCH DESIGN & PROCESS**
This section of the proposal charts out each of the main elements of the methodology that was applied in the research task in regards to **performance management system in the non-profit sector**.

Literature sources (Saunders et al. 2007; Saunders et al., 2011) suggest that in carrying out a research, issues that involves time limitations, economic, location and sample do show up and can have strong influences on the choice of methodology employed in research. According to (Saunders et al, 2007), the choice of methodology in itself offers and supports the researcher to answer the research questions and to shape the design of the study. Researchers are able to carry out the research in many ways, though the value and accuracy of the research rests on an appropriate approach that equips the study (Saunders et al, 2007). Furthermore, Saunders et al. (2011) suggests that a strong effective method is the preferable way to evaluate an appropriate approach to the research process. To do so, (Saunders et al.2007; Saunders et al.2011) recommend that the research employs the Research Onion approach which is consist of the following divisions:

- Research Philosophy
- Research Approach
- Research Strategy
- Time Horizons
- Data Collection
6.2.2 RESEARCH PHILOSOPHY

![Research Onion Diagram](image)

**Figure 6-1 Research Onion**  
*Source: Saunders et al (2009)*

### 6.2.2.1 Research Onion

The Research Onion is a cognitive step by step process that aids the researcher to structure the initial thinking and inform the researcher as to what philosophy, approach, strategy and choice was relevant to this research. Three possible uses this layer by layer research thought process for the researcher are identified. Firstly, the researcher is given capacity to explore other options, identify and establish the most suitable choice from each layer within the research onion to avoid unintended influence upon the design of the research as a whole. Secondly, in evaluating other options, a viable research methodology design was created. Thirdly, the researcher was able to answer the difficult methodology questions pertaining to the research plan.

There were three areas of possible pathways of the research that are under consideration namely interpretivism, realism and positivism (Saunders, et al, 2011).
**Interpretivism**

This perspective suggests that it the research needs to understand the difference between humans as ‘social actors’. Where the positivists tries to understand causes and effect and produce rules directives and looks for generalizable laws, the interpretivist on the other hand is interested in rules people use to make sense of the social situations and makes the case that the fundamental assumptions make it irrational to generalize from situation to another (Cameron & Price 2009). The researchers have to acquire an empathetic perspective in order to enter their social world so to understand the world from their point of view (Saunders, et al, 2011).

**Realism**

This viewpoint is quite akin to positivism and it assumes a scientific approach for creating knowledge, thus it is the judgment of what our senses offer to us that which is true. More distinctively, our senses give to us what is true and that objects exist free of the human minds. Thus objects can exist completely detached of our minds (Saunders, et al, 2011). While positivists would attest to prediction as a test of theory, realists would be eager have an explanation (Cameron & price 2009). Thus the realist’s position within a research is constantly changing as the phenomenon is changing.

**Positivism (choice of research)**

“Positivism holds the view that knowledge can only be gained by objective observation and measurement”(Cameron & Price, 2009, pp 55). The main assumption is that the researcher is completely neutral, that is, should not be affected by topic of the research (Saunders, et al, 2007). This engine of this philosophy is control and therefore, the researcher can replicate or test the theory. Here, the researcher can formulate interpretations about the data that was
collected. According to Bryman & Bell (2011) and Saunders, et al, (2011) these interpretations can be measured and generalized using a particular method of statistical analysis and has application within the natural sciences or to study of a topic in a social context. This approach is deductive in nature and has inductive strategy (Bryman & Bell 2011) when the research develops a theory and then subjects it to testing in the form of measureable hypotheses. Positivism places strict limits on what can be researched (Cameron & Price 2009).

The positivist approach is the chosen the route in this research because this research investigated the perceptions of volunteers and staff who work in the not-for-profit sector about their organisation’s employee performance management system. It is useful in this research as this study involves a wide sample size within those who work in this sector under study and therefore can lead to greater validity with regards to representation and repeatability. Furthermore, findings of this study attempts to predict and analyse the responses of the participants in the study on what are the strengths and weaknesses of the employee based performance management system within the third sector. It allows the researcher to make use of quantitative methods in order to derive data which can then be sorted and stratified in order to identify trends in the study, and from these trends, develop possible meanings.

6.2.3 RESEARCH APPROACH
There are two choices of research approach that can be taken by the researcher; these are the inductive and deductive approaches (Saunders, et al, 2011).

**Inductive**

This approach is utilized when the researcher seeks to develop theory from observations and empirical evidence; thus being more flexible by its nature. The research is particularly
interested with the context in which events are taking place and develop theory about the findings in the study.

**Deductive**

This approach refers to the development of a research hypothesis or hypotheses which tests theory which is tested by the design of the research strategy used to test its hypothesis or hypotheses. There are several stages employed within this research process:

1. Deducing a hypothesis or hypotheses from existing theory,
2. Stating the hypothesis or hypotheses in operational terms,
3. Testing the hypothesis or hypotheses (collection of data)
4. Examining the outcomes of the testing of the hypothesis or hypotheses,
5. Modifying theory based on the findings.

This study mostly used deductive method with an inductive strategy. Firstly, the researcher drew conclusions about specific variables that were related to findings in the literature review. Secondly, it easier to plan and observer bias could be minimised (Cameron & Price, 2009). Thirdly, the inductive strategy aspect of the study asked participants to give their own self internalised opinion and perception about their individual experiences of HRM employee based performance system in the Charity sector.

**6.2.4 RESEARCH STRATEGY**

The research strategy of this dissertation is the blueprint or approach of how the researcher went about testing the hypotheses. The strategy is based on clear and well-thought- out research objectives and is based on a in depth review of relevant literature, thus supporting the research dissertation. Saunders et al. (2011) have specified that there are many strategies
that were under consideration namely: experiments, surveys, case study, action research, ethnography and archival research, or focus group. The advantages and disadvantage of each research strategy is listed in a table format below.

Table 6-1 -Action research (Saunders et al.2011)

<table>
<thead>
<tr>
<th>ACTION RESEARCH</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An inductive approach.</td>
<td>• Tackles factual problems in a constructive way</td>
<td>• Restricts scope and possibilities,</td>
</tr>
<tr>
<td>• Research is action instead of research about action.</td>
<td>• Involves an unbroken cycle of stability, and involves contribution from the practitioners.</td>
<td>• The type of the research is inhibited by what is acceptable and morally principled,</td>
</tr>
<tr>
<td>• The researcher becomes entwined with the organisation where the research is taking place.</td>
<td></td>
<td>• The researcher’s rights of the process are not crystal clear and research is doubtful to be neutral.</td>
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<table>
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<tr>
<th>ETHNOGRAPHY</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Related with inductive approach.</td>
<td>• Direct observation, empirical links with theory.</td>
<td>• Pressures within approach stand-alone narratives,</td>
</tr>
<tr>
<td>• The function is to define and explain.</td>
<td>• Detail all-inclusive data, contrast and comparison</td>
<td>• Reliability issues of story-telling, ethics, limited access,</td>
</tr>
<tr>
<td>• The researcher has to submerge himself in the world he is researching.</td>
<td>• Ecological validity.</td>
<td>• Dependence of insider expertise, and time exhausting.</td>
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</tbody>
</table>
### Table 6-2 - Ethnography Source: Saunders et al. (2011)

<table>
<thead>
<tr>
<th>CASE STUDY</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Used often in exploratory and explanatory research.</td>
<td>- It lets the researcher deal with multi-layered situations</td>
<td>- Issues of reliability of generalisations, seen as generating easy data,</td>
</tr>
<tr>
<td>- Usually uses an assortment of data collection procedures</td>
<td>- Multiple method approach, several sources of data,</td>
<td>- Restrictions of theory is hard to define,</td>
</tr>
<tr>
<td>- Empirical in-depth analysis of a particular trend.</td>
<td>- Burden to enforce limit is needed, directed efforts,</td>
<td>- Getting access, observer effect.</td>
</tr>
<tr>
<td></td>
<td>- Build theory and test it.</td>
<td></td>
</tr>
</tbody>
</table>

### Table 6-3 - case study Saunders et al (2011)

<table>
<thead>
<tr>
<th>GROUNDED THEORY</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Related with inductive approach where the theory is being developed.</td>
<td>- Accepted validation for qualitative research,</td>
<td>- No defined preparation,</td>
</tr>
<tr>
<td>- Use of literature sources and theory is not required in the beginning.</td>
<td>- Focus on practice,</td>
<td>- Bias to isolate account from a wider context,</td>
</tr>
<tr>
<td>- Can be used to delve into social related issues.</td>
<td>- Rationalizations are founded in realism,</td>
<td>- Slated as being empiricists.</td>
</tr>
<tr>
<td></td>
<td>- useful for looking at new issues and new concepts.</td>
<td></td>
</tr>
</tbody>
</table>

### Table 6-4 Grounded THEORY (SAUNDERS et. al.2011)


<table>
<thead>
<tr>
<th>EXPERIMENT</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
</table>
| • Traditional form of research.  
• The objective is to study casual interactions, whether a change in variable generates a change in another.  
• Frequently used in exploratory and explanatory research. | • Repeatable,  
• Accuracy,  
• Convenience  
• Consistency,  
• Reliability | • Ethics,  
• Misleading handling of data,  
• Artificial settings,  
• Control of relevant variables |

Table 6-5 EXPERIMENT RESEARCH (Saunders et al 2011)

<table>
<thead>
<tr>
<th>SURVEY</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
</table>
| • Often administered by a questionnaire,  
• Usually associated with deductive approach where large sample of data collected | • Empirical data, wide and inclusive coverage,  
• Lends themselves to quantitative data,  
• Costs and time | • Tendency to empiricism, detail and depth of the data,  
• Accuracy and honesty of responses,  
• Sample bias with internet surveys, easily ignored by many. |

Table 6-6 SURVEY RESEARCH (Saunders et al 2011)

In this dissertation, the researcher pursued survey type strategy. According to Bryman & Bell (2011), a survey strategy is usually associated with a deductive method and is commonly used in business and management research and frequently ask who, what, where, how and how type of questions. The research questions and hypotheses were formulated based on the literature review and the data gathered from the participants responses were statistically analysed to make assumptions.
6.2.5 **RESEARCH CHOICE**
There are several research methods namely mono-method, mix-methods and multi-methods available for use in qualitative and quantitative research design (Cameron & Price 2009). Mono method meaning one method implies it is a single data collection technique in use (Saunders et al. 2007). Mix- methods suggests that both quantitative and qualitative methods are used in the study (Saunders et al. 2007). Multi-methods also suggests that a combination of more than one data collection techniques in either a qualitative or quantitative research (Saunders et al. 2007). Although literature sources suggest that a multi strategy research have advantages and is a growing trend in social related research, it is not be perceived as superior to other methods. Bryman (2004). The relevance of these methods of data collection are appropriate for assisting to test the hypothesis. This method of data collection is appropriate for assisting to answer the research questions posed in this study is the mono method.

6.2.6 **Time Horizons**
According to Saunders et al. (2011) there are two types of time horizons and they are cross-sectional and longitudinal studies. In this study a cross sectional study is employed because it gave the researcher a snap view derived from the survey data. Traditional, it is suited for most academic programs and surveys due to time constraints and cheaper and faster to manage (Saunders et al. 2007). For this reason, this type of study suits the aims and objectives of the proposed research. Longitudinal studies tend to chart progress of participants over much longer periods providing a rich source of data that is insightful of about human development in area of HR management (Saunders et al. 2007). It is much more expensive research. This type of study is not relevant at this stage.

6.2.7 **TECHNIQUES & PROCEDURES**

6.2.7.1 **Data collection and Data analysis**
Four types of study exist within literature research namely exploratory, explanatory and descriptive exploratory and emancipatory research according to (Saunders et al. 2007;
Cameron & Price 2009). Explanatory research is the route chosen to test the hypothesis. This type of research suits the objectives and goals of researching the implementation issues of the employee based performance management system in finding out what the worker’s perception of the employee performance management process, exploring insights and generating ideas for future research.

In order to test the hypothesis and the objectives of this study, secondary and primary data collection that was utilised. Additionally, this study used quantitative techniques to gather and process the data, thus enabling a generalisation of the findings through the experiences of the respondents. It is hoped that from the data assumptions has be made in regards to the research questions and hypothesis mentioned earlier in the report.

6.2.7.2 DATA COLLECTION

Data can be collected in a variety of ways including observation, interviews and questionnaires. The research questions demanded many responses from participants in the Not-For- Profit Sector in a survey questionnaire format. Questionnaires are more efficient tools for surveying large samples of participant (Bryman 2004, Nardi, 2006, Saunders, 2009). A self–administered internet web based 38 item survey was administered with a free on-line Google survey service. With this web based service, the researcher had virtual control on implementation -editing design, can access an email feature to broadcast through emailing, a published web link for participants to directly fill it out.

In this format, the researcher could access participants who are geographically dispersed and can electronically fill out the survey without the interviewer effects or bias and financial cost of paper printed surveys. The draw-back to this approach was get respondents to carefully read instructions and not proceed to move quickly in reading of the questionnaire they were presented as research suggest.
Participants were welcomed with a short brief message highlighting the purpose, benefits, estimated time & clear instructions and researcher’s gratitude for completing the survey. All 38 survey items required a response to avoid missing data values. 32 items were designed on an intensity measure that is 5-point Likert scale (strongly agree, agree, unsure, disagree, strongly disagree). The Likert is a scaling technique devised by Renis Likert and has been widely adopted in similar research (Nardi 2006). With this multi-item measure, respondents can indicate their feelings and opinions about different aspects of the employee performance system in the charity sector.

Responses to the survey were automatically recorded into an on-line master sheet in spreadsheet excel format that was only accessible to the researcher before it was incorporated to Microsoft excel spreadsheet where all variables were coded before a seamless transferred into SPSS for in-depth analysis. 32 items were subjected to recoding the variables of which 16 items were reversed coded for SPSS Cronbach reliability analysis.

Data was analysed using SPSS version 18. The Statistical Package for the Social Sciences SPSS is a statistical analysis computer program designed to analyse just the sort of data quantitative survey researchers collect. The following statistical analysis was conducted in this study namely, Cronbach alpha for reliability and validity, SPSS frequency table of distribution, General Model Multivariate to generate results for the estimated marginal means and for Non parametric tests - Friedman tests. The advantages of using a data analysis software is very useful if managing a large amount of data (Saunders et al 2009).

6.2.8 Sample Selection And Research Criteria
Techniques for selecting samples are instrumental in research and requires feasibility and sensibility of collecting data to answer the questions (Saunders et al 2009)
To measure responses from the non-profit social organisation, a sampling frame was adopted in this research. The survey was aimed at volunteers and staff who work in the social non-profit sector in Ireland and UK.

Participants were approached through simple random and convenience sampling by direct email to several non-profit organisations and via face book social media pages belonging to Irish or UK based Not-for-profit/charitable social organisations and direct appeal to known and unknown users who work in the sector. There was an increase of response rates through the Facebook media route. The web link was also advertised through third parties who circulated the web link to Irish organisations and members. However, an organisation declined to grant access because of on-going similar research and others did not respond. However, there is a possibility that a few respondents directly responded to the web survey from email requests.

6.2.9 Population and Sample
All participants in this study are 18 years old and works in a not-for-profit NFP social organisation. It was expected that participants in the study have been least have had 6 months’ of work experience so that the data collected would be reliable and valid. Survey was open to paid and unpaid staff in NFP organisations. Getting the sample size N=155 was obtained via snowballing sampling, convenience sampling and stratified sampling. The researcher approached many organizations via email, telephone and through Facebook social media of which the latter was more effective in accessing the participants.

6.2.10 Research Ethical Issues
Participants were assured of complete confidentiality and anonymity in exchange for the information the research wanted. This was guaranteed to participants with the knowledge that some especially full time volunteers may find it uncomfortably difficult to go public about
discussing about issues and matters related to their own organisation’s employee performance management system.

6.2.11 Issue and Critical Success Factors with the Chosen Research
Maintaining anonymous confidentiality about discussing or sharing information about the issues of PMS of an organisation is very essential. The research survey is developed from the literature review and from several adaptations. It was tested out to several people to check if they understood the items on the survey. This helped to iron out to clear misunderstandings and ambiguities before it was formally released.

7 EMPIRICAL FINDINGS

7.1 RELIABILITY OF SURVEY RESULTS (CRONBACH ALPHA)
Statistical software (SPSS version 18) was used to test the reliability and validity of the survey instrument survey that comprised of 32 items using Cronbach Alpha. Cronbach’s alpha is widely acknowledged statistical test used when multiple-item measures of a concept or construct are used to provide a measure of the internal consistency of a test or scale expressed as a number between 0 and 1 (Tavakol & Denick 2011). A Cronbach alpha not greater than .90 and not lower than .70 is widely recommended (Tavakol & Denick 2011).

**SPSS CRONBACH ALPHA RESULTS OF SURVEY ITEMS**

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Cronbach's Alpha Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.781</td>
<td>.802</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 7-1 SPSS CRONBACH ALPHA RESULTS OF SURVEY ITEMS
A Cronbach alpha test analysis was carried out using SPSS. Results generated indicates that, there is a high level of internal consistency and a low level of error variance for the items in this survey (32 items; \( a = .78 \)).

**CRONBACH'S ALPHA ITEM-TOTAL STATISTICS RESULTS**

The Item-Total Statistics table below shows Cronbach's alpha for the items needed to be revised to increase the reliability. The table of results suggests that if the statement “Sometimes Manager/Supervisors involves me in decisions affecting our work” was deleted, a higher Cronbach's alpha would have been possible \( (a = .81) \) The researcher did not do so. The removal of other statements would not have increased Cronbach's alpha greater than .79.

**ITEM-TOTAL STATISTICS RESULTS**

<table>
<thead>
<tr>
<th>Items</th>
<th>Scale Mean if Item Deleted</th>
<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Total Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>*No long term career plans with Organisation.</td>
<td>107.599</td>
<td>97.143</td>
<td>.418</td>
<td>.349</td>
<td>.768</td>
</tr>
<tr>
<td>Commitment to ideals and values.</td>
<td>106.783</td>
<td>103.032</td>
<td>.407</td>
<td>.399</td>
<td>.771</td>
</tr>
<tr>
<td>Enjoy coming to work.</td>
<td>106.954</td>
<td>104.256</td>
<td>.410</td>
<td>.395</td>
<td>.772</td>
</tr>
<tr>
<td>*Organisation is not concern about my current job needs, and personal expectations.</td>
<td>107.651</td>
<td>99.964</td>
<td>.456</td>
<td>.393</td>
<td>.767</td>
</tr>
<tr>
<td>Equal opportunity for job promotions, staff training and development.</td>
<td>107.329</td>
<td>99.851</td>
<td>.490</td>
<td>.389</td>
<td>.766</td>
</tr>
<tr>
<td>*Not fully understand the work policies.</td>
<td>107.388</td>
<td>102.054</td>
<td>.391</td>
<td>.317</td>
<td>.771</td>
</tr>
<tr>
<td>Culture of mentoring and coaching in my place of work.</td>
<td>107.638</td>
<td>101.848</td>
<td>.445</td>
<td>.378</td>
<td>.769</td>
</tr>
<tr>
<td>*Little or no organisational culture that promotes learning and creativity.</td>
<td>107.553</td>
<td>102.620</td>
<td>.394</td>
<td>.334</td>
<td>.771</td>
</tr>
<tr>
<td>Financial incentives for meeting specific job performance.</td>
<td>106.664</td>
<td>108.079</td>
<td>.047</td>
<td>.199</td>
<td>.786</td>
</tr>
<tr>
<td>Non-financial incentives for meeting specific job performance.</td>
<td>108.145</td>
<td>104.906</td>
<td>.122</td>
<td>.159</td>
<td>.786</td>
</tr>
<tr>
<td>*Sometimes Manager/Supervisors involves me in decisions affecting our work.</td>
<td>108.724</td>
<td>119.168</td>
<td>-.485</td>
<td>.351</td>
<td>.810</td>
</tr>
<tr>
<td>Senior management involves all staff when making significant changes.</td>
<td>107.382</td>
<td>101.973</td>
<td>.392</td>
<td>.335</td>
<td>.771</td>
</tr>
</tbody>
</table>
Leadership promotes team morale and builds organisational commitment.
Management is able to communicate a shared vision to all its employees.
*No official grievance procedure in my organisation.

| Leadership promotes team morale and builds organisational commitment. | 107.164 | 103.741 | .357 | .320 | .773 |
| Management is able to communicate a shared vision to all its employees. | 107.336 | 102.701 | .409 | .424 | .771 |
| *No official grievance procedure in my organisation. | 107.237 | 102.407 | .424 | .374 | .770 |

<table>
<thead>
<tr>
<th>Scale Mean if Item Deleted</th>
<th>Scale Variance if Item Deleted</th>
<th>Corrected Item-Total Correlation</th>
<th>Squared Multiple Correlation</th>
<th>Cronbach’s Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Difficulty to make positive suggestions and improve the organisation operates without fear.</td>
<td>107.539</td>
<td>99.230</td>
<td>.453</td>
<td>.450</td>
</tr>
<tr>
<td>*Manager/Supervisor is not helpful towards my career progression.</td>
<td>107.954</td>
<td>104.746</td>
<td>.271</td>
<td>.255</td>
</tr>
<tr>
<td>*Appraisals are not always fair and unbiased.</td>
<td>107.664</td>
<td>102.834</td>
<td>.302</td>
<td>.296</td>
</tr>
<tr>
<td>Understanding of how my performance is evaluated.</td>
<td>107.322</td>
<td>104.260</td>
<td>.394</td>
<td>.287</td>
</tr>
<tr>
<td>Opportunity to evaluate the performance of supervisors/managers.</td>
<td>108.250</td>
<td>106.586</td>
<td>.128</td>
<td>.170</td>
</tr>
<tr>
<td>*Staff appraisals/reviews are not meaningful.</td>
<td>107.539</td>
<td>102.846</td>
<td>.371</td>
<td>.430</td>
</tr>
<tr>
<td>*Slow feedback even when my performance is below expectations.</td>
<td>107.928</td>
<td>102.200</td>
<td>.311</td>
<td>.287</td>
</tr>
<tr>
<td>*No trust in fellow staff giving me a feedback</td>
<td>107.730</td>
<td>106.198</td>
<td>.207</td>
<td>.268</td>
</tr>
<tr>
<td>*In the last 6 months, Manager/supervisor had a progress chat with me outside of the formal process period.</td>
<td>108.099</td>
<td>102.884</td>
<td>.316</td>
<td>.277</td>
</tr>
<tr>
<td>Staff review/appraisal is helpful and effective in identifying specific goals for performance improvement.</td>
<td>107.618</td>
<td>102.171</td>
<td>.400</td>
<td>.394</td>
</tr>
<tr>
<td>*Active board members/senior leadership in the day-to-day administration.</td>
<td>108.053</td>
<td>110.977</td>
<td>-.104</td>
<td>.206</td>
</tr>
<tr>
<td>Received good feedback on how I can advance my career in the organisation.</td>
<td>107.875</td>
<td>106.666</td>
<td>.140</td>
<td>.232</td>
</tr>
<tr>
<td>Item Description</td>
<td>Scale Mean if Item Deleted</td>
<td>Scale Variance if Item Deleted</td>
<td>Corrected Item-Tot Correlation</td>
<td>Squared Multiple Correlation</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------------</td>
<td>--------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Understanding of job expectations and role in the organisation.</td>
<td>107.447</td>
<td>101.216</td>
<td>.429</td>
<td>.405</td>
</tr>
<tr>
<td>The vision statement of the organisation is clear.</td>
<td>107.224</td>
<td>101.976</td>
<td>.494</td>
<td>.386</td>
</tr>
<tr>
<td>Accurate job description</td>
<td>108.257</td>
<td>104.841</td>
<td>.174</td>
<td>.228</td>
</tr>
<tr>
<td>*Management has a poor understanding of my work environment and processes.</td>
<td>107.467</td>
<td>102.396</td>
<td>.347</td>
<td>.296</td>
</tr>
</tbody>
</table>

Table 7-2 CRONBACH'S ALPHA ITEM-TOTAL STATISTICS RESULTS

*Indicates reverse coded items

TABLE OF CRONBACH DESCRIPTIVE RESULTS OF ITEMS IN THE SURVEY

<table>
<thead>
<tr>
<th>Scale Statistics Of Survey Items</th>
<th>Mean</th>
<th>Variance</th>
<th>Std. Deviation</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>111.066</td>
<td>109.784</td>
<td>10.4778</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

Table 7-3 CRONBACH DESCRIPTIVE RESULTS OF ITEMS IN THE SURVEY

The results for the 32 survey items have a mean of 111.066, variance, 109.784, Std Dev 10.47

7.2 DESCRIPTIVE RESULTS

GENDER (Mean 1.51, Standard deviation .502, Variance .252). N=155

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>76</td>
<td>49.0</td>
</tr>
<tr>
<td>female</td>
<td>79</td>
<td>51.0</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 7-4 GENDER (Frequency)

The gender table shows gender results of participants who took part in this survey. There were no significant results of gender bias.
PARTICIPANT’S AGE (variance, .947, Mean 1.82, Std Deviation .1.130) N=155

Table of frequency for distribution of age differences

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Under 25</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>between 26 and 35</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Between 36 and 45</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Above 46 years</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>155</td>
</tr>
</tbody>
</table>

Table 7-5 PARTICIPANT’S AGE (Frequency)

The above table result shows the proportion of age differences of participants in this sample. 27% of the sample were ages between 26 and 45 yrs, 26% were above 46 years old, under 25 years old made up of 24% of the sample and 36 years and 45 age group were 21% of the sample.

TYPES OF JOB CONTRACT (Mean 1.82, Variance .947, Std. Deviation .973)

Frequency table of types

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Full time Volunteer</td>
<td>82</td>
<td>53.2</td>
</tr>
<tr>
<td></td>
<td>Full time Staff</td>
<td>25</td>
<td>16.2</td>
</tr>
<tr>
<td></td>
<td>Part time Volunteer</td>
<td>40</td>
<td>26.0</td>
</tr>
<tr>
<td></td>
<td>Part time Staff</td>
<td>7</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>154</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>155</td>
<td></td>
</tr>
</tbody>
</table>

Table 7-6 TYPES OF JOB CONTRACT (Frequency)

The above result suggest that in this sample there were more volunteers than paid employed staff in the Not-For-Profit sector who took part in the survey. A sum total of approximately 79% of surveyed participants identified themselves as volunteers serving either full time or part time basis. 21% of surveyed participants identified themselves as staff employees.
CURRENT STATUS OF JOB FINANCIAL CONTRACT
(variance .226, Mean, 1.66, Std Deviation .476) N=155

Table of frequency:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes I do receive regular income</td>
<td>53</td>
<td>34.2</td>
</tr>
<tr>
<td>Not at all</td>
<td>102</td>
<td>65.8</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 7-7 CURRENT STATUS OF JOB FINANCIAL CONTRACT (frequency)

34% of surveyed participants received income from their workplace 65% of participants who work in the NFP sector did not gain any financial gain for their service to the organisation.

FREQUENCY OF NUMBER OF STAFF APPRAISALS

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly</td>
<td>97</td>
<td>62.6</td>
<td>62.6</td>
</tr>
<tr>
<td>Every six months</td>
<td>50</td>
<td>32.3</td>
<td>32.3</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>4.5</td>
<td>4.5</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>.6</td>
<td>.6</td>
</tr>
<tr>
<td>Total</td>
<td>155</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 7-8 FREQUENCY OF NUMBER OF STAFF APPRAISALS

Among total participants in this study (N=155), estimated 62% of participants had a yearly staff appraisal at their place of work and only 32% have 6-month appraisal process in the organisation. 7 participants indicated they do not have any sort of staff appraisals.

Number of times (staff appraisal) (Variance .377, Mean 1.43, Std Deviation .614) N=155
7.3 ANALYSIS OF EACH SURVEY ITEM

ANALYSIS FOR SURVEY ITEM 1: NO LONGTERM CAREER PLANS

Figure 7-1 pie chart NO LONGTERM CAREER PLANS

Std Dev: 1.311   Mean: 3.47

This pie chart shows that estimated 58% (disagree + strongly disagree) expressed that they do have long range career plans with degrees of commitment while 29% (agree + S.A) do not have no long term plans.

Figure 7-2 chart of Estimated marginal means NO LONGTERM CAREER PLANS – 6mths

This graph shows that there is a noticeable difference of estimated means between full time volunteers that appraised every six months, that is, who are financial rewarded (3.5) and those who do not received income (4.2). Self-identified volunteers who are not financially...
rewarded for their service have a greater commitment to career plans with the organisation than those who receive a regular financial reward. Reward did not make a difference for part-time workers in both categories which may suggest that they are likely not to have long term career plans with the organisation.

**Figure 7-3 Estimated Marginal means NO LONGTERM CAREER PLANS (yearly)**

This graph shows that estimated means for those who are yearly appraised at their place of work. Part time employees (paid & unpaid) have lower estimated means than other groups which suggests they are least likely to have long term career plans with the organisation. However, self-reported full-time unpaid employees that are appraised on a six month basis have a much higher estimated means (5.0) indicating that they are likely to have long term career plans with the organisation.

**ANALYSIS FOR SURVEY ITEM 2 – COMMITMENT TO IDEALS AND VALUES**
This pie chart shows that estimated 90% of the employees and staff (agree + strongly agree) in this survey expressed commitment to the values and ideals of the organisation they currently work for.

ANALYSIS FOR SURVEY ITEM 3 – ENJOY COMING TO WORK

The pie chart suggests that estimated 87% (agree + strongly agree) of surveyed participants in the charity sector do enjoy going to work as a staff/volunteer.

ANALYSIS FOR SURVEY ITEM NO.4 - CURRENT JOB NEEDS & PERSONAL EXPECTATIONS
The pie chart suggests that 51% of volunteers/paid staff (disagree + strongly disagree) in the survey expressed that the organisation they work for shows concern about their job needs and personal expectations.

The interpretation of this graph is based on those who are staff appraised on a yearly basis. There is a wider difference of opinion between part time employees who are paid and who are not receiving a regular income for their work. Unpaid part time volunteers and unpaid employees who are appraised yearly assumingly agree that the organisation is not concern about their job needs and personal expectations. Self-identified fulltime unpaid employees and paid part time employees had the strongest positive opinion at 4.0 over others in the study.
This result of this graph is based on those who are self-identified as being appraised every six months at their place of work. Full time volunteers as a job category were more positive with estimated means of 3.5, 4.0 than others in the same study. Part time paid employee and part time unpaid volunteers had a higher means 3.4, 3.5 than paid time volunteers and unpaid part time employees 2.0, 2.0 respectively.

**ANALYSIS FOR SURVEY ITEM NO.5 –JOB PROMOTIONS & STAFF TRAINING**

In the survey N=155, the pie chart shows that 52% of the sample indicated fairness of job promotions, development and staff training and 16% indicated a much stronger positive opinion about the statement.
The graph compares the means based on those who are self-identified as being staff appraised on a yearly basis on statement on equal job opportunities. There are no significant differences amongst the job groups except for the part-time employees. Here, part-time paid employees responded more favourably than other groups in comparison. Unpaid part-time employees had the lowest estimated marginal means which suggests that they perceived that the organisation treats them differently to equal job promotion opportunities and staff development.
On the statement of equal job promotions and staff training, this graph looks at the estimated marginal means of those who are staff appraised on a six month basis. The results suggest that unpaid workers across the groups perceived that the organisation may not have equal policy on job promotions, staff training and development. Based on the means, we can assume that paid workers were likely to agree that there are equal opportunities.

**Figure 7-12 Equal opportunities (full time volunteer) EMM**

![Graph showing estimated marginal means for job promotions, staff training, and development across age groups.](image)

The result from this graph suggests that across the age groups, reward is a strong indicator except in the above 46 years old category where the trend dips downwards. We can assume that full time paid workers generally perceive that they are treated equally for job opportunities, staff training and development than unpaid staff.

**ANALYSIS FOR SURVEY ITEM NO.6 – STAFF WORK POLICIES**

**Figure 7-13 pie chart for Staff work policies**

![Pie chart showing understanding of staff work policies.](image)

Mean 3.37  Std Dev .866
This pie chart shows the 58% of the responses received indicated that they disagree with the statement that they do not understand the staff work policies and 11% indicated a stronger positive opinion of the matter.

Based on those who are staff appraised on a six month basis, paid staff across the groups in the study show that they had more understanding of the staff work policies than the unpaid staff. We can assume that unpaid full time employee had the least understanding of the work policies.

**ANALYSIS FOR SURVEY ITEM NO.7 – MENTORSHIP & COACHING**

Mean 3.43  Std Dev .807
The pie chart shows that 47% of responses in the survey perceived that their employer’s (NFP) HR practice promotes mentoring and coaching and that they are satisfied. However, 36% of responses received were ‘unsure’ about the organisation’s employee performance system in the area of mentorship and coaching.

Figure 7-16 Culture of mentoring & coaching (EMM)

The graph suggests that among yearly appraised full time employees, a large difference of perception about the culture of mentoring and coaching at their place of work. Yearly staff appraised unpaid fulltime employee with a means of 4.0 had a stronger positive response than yearly appraised paid full time employee with a means of 3.1.

Figure 7-17 Estimated Marginal Means (culture of mentoring) 6mths appraisal
This graph represents those who are self-identified as being staff appraised every six months. There is no clear distinct differences of means across the job several job contracts. This may suggest that reward did not determine their perception of mentorship and coaching at their place of work. However, part time employees (paid and unpaid) responded more positively to the statement.

**ANALYSIS FOR SURVEY ITEM NO.8 – NO ORGANISATIONAL CULTURE OF LEARNING AND CREATIVITY**

Figure 7-18 – pie chart (No culture of learning)

Little or no organisational culture that promotes learning and creativity

![Pie chart](image)

Mean 5.50   Std Dev .817

This pie chart suggests that the 56% of the responses disagree + strongly disagree that there was an organisational culture that is friendly to learning and creativity opportunities. However, 31% of responses were unsure.
This graph represents those who are staff appraised every six months as self-reported. There is a distinct difference in how part time paid and part time unpaid volunteers perceive organisational culture that promotes learning and creativity at their work places. The means of 2.0 is the lowest for paid part time volunteer who do receive some regular financial income for their work.

The graph suggests yearly appraised part time employees (paid & non-paid) experienced that their place of work promotes learning and creativity. Yearly appraised full time employees who self-identified themselves as unpaid had the lowest means 3.0 suggesting they experienced little or no learning and creativity at their place of work.
ANALYSIS FOR SURVEY ITEM NO.9 – FINANCIAL INCENTIVES

Figure 7-21 Pie chart for Financial incentives

Financial incentives for meeting specific job performance

Mean 4.40  Std Dev .902

This pie chart suggests that a total 80% (disagree & strongly disagree) perceived that their Not-For- Profit organisation offers no financial reward in their employee performance management system. As the chart suggests, 58% strongly disagree that financial incentives were offered.
As this pie chart suggests, there were mixed responses of participants in this survey who perceived that they were not incentivised non-financially as part of the organisation employee performance management system. A combined total of those who strongly disagree and disagree (estimated 39%) indicated they were not receiving non-financial incentives and those who agree and strongly agree were estimated at 31%. 27% of participants indicated that they were unsure about it.
Those who receive income for their work across the different types of job contract groups in the study and are staff appraised every six months were likely to agree there are non-financial incentives offered. Unpaid staff in all categories is not in knowledge that non-financial incentives are offered for meeting a specific job performance.

In this graph, the result is not conclusive. Full time employees and part time volunteers who are receive staff appraisal yearly had the lowest means indicating that they perceived that there are no financial incentives at their place for meeting job incentives.
ANALYSIS FOR SURVEY ITEM NO.11
SOMETIMES MANAGER/SUPERVISOR INVOLVES ME

Figure 7-25 –pie chart for Sometimes, my manager.....

As the pie suggests, 56% of surveyed participants in the NFP sector indicated that managers or supervisors sometimes involve them in decision that pertains to their work. There is no consistent decision-making process and inclusion management style. Only 9% disagreed.

ANALYSIS OF SURVEY ITEM 12 :
SENIOR MANAGEMENT INVOLVES ALL STAFF

Figure 7-26 –pie chart for Senior management involves all staff...
Mean 3.69  Std Dev .880

This above pie chart suggests that 51% of sample participants are in agreement with the statement that senior management involves every staff in the process of any significant organisation changes organisations. 14% of participants indicated the strongest positive support but 21% were unsure.

![Figure 7-27](EMM senior management ... 6-months appraisal)

This graph suggests that in general there is consistent estimated marginal means among staff who are appraised on a six months basis and do not receive income for their work than those who are not. This result may suggest they perceived that senior management involves all staff in significant organisational changes.

![Figure 7-28](EMM Senior management .... Yearly appraisals)
This graph results suggest that there are bigger differences of means between part-time volunteers and part-time employees who are appraised on a yearly basis. Part-time volunteers and part-time employees who self-identified as not receiving income for their work perceived that senior management do not involve all staff when making significant changes.

ANALYSIS FOR SURVEY ITEM NO. 13:
TEAM MORALE AND ORGANISATIONAL COMMITMENT

According to this pie chart, 61% of participants in the survey indicated that their leadership in the organisations encourages team morale and builds organisational commitment. 16% indicated a stronger agreement with the statement.
ANALYSIS FOR SURVEY ITEM NO.14 – COMMUNICATION OF SHARED VISION

Figure 7-30  pie chart for shared vision

Management is able to communicate a shared vision to all its employees

Mean 3.72  Std Dev .786

51% of the participants perceived there is a shared vision communicated to all staff by the management, while a further estimated 13% indicated a stronger agreement.

ANALYSIS FOR SURVEY ITEM NO.15 – OFFICIAL GRIEVANCE POLICY

Figure 7-31  Pie chart – no official grievance policy

No official grievance policy in my organisation

Mean 3.81  Std Dev .788
As this pie chart suggests, 48% of participants disagree with the statement, 18% indicated a stronger disagreeableness. 28% of participants were unsure about it and 18% strongly disagreed.

This estimated marginal means graph suggests that part time volunteers who appraised on a yearly basis were unsure or do not know about the official grievance policy in the organisation they work for.
The estimated marginal means show there was a consistent means across the groups of contractual job agreement. However, there is a dip in the means for part time volunteers who are paid. This may suggest they were less confident about the organisation’s grievance policy.

ANALYSIS FOR SURVEY ITEM NO.16 – DIFFICULT TO CONTRIBUTE POSITIVE SUGGESTIONS

Figure 7-34  pie chart for difficult to contribute....

Find it difficult to make positive suggestions on how to improve operations within the organisation without fear of losing my job

Mean 3.52  Std Dev 1.040

The pie chart suggests estimated 38% of participants disagree and estimated 18% indicated stronger disagree response to the statement. However, approximately 19% participants agreed and 23% indicated they were unsure.
Results in this graph suggest part time staff (paid or unpaid) who are yearly appraised at work were likely to have perceived difficulty or hesitancy in sharing positive ideas in work. Full time staff (paid or unpaid) appear to have consistent estimate marginal means which suggests that they did not find any difficulty sharing positive ideas at their place of work.

The results on this graph suggests those self-reported un paid part time employees and are appraised on a six month basis, were likely to show hesitancy or experience difficulty in communicating positive ideas than other groups who show a consistency in their means.
ANALYSIS FOR SURVEY ITEM NO.17: UNHELPFUL MANAGERS TOWARDS PERSONAL CAREER PROGRESSION

Figure 7-37 pie chart for ‘Supervisor is not helpful towards’.

Mean 3.11  Std Dev .794

Estimated 51.% of the participants were unsure – unable to determine if the manager or supervisor is helpful about their personal career progression plans. Only 21% had a favourable perspective and 21% of responses disagree about the statement.

The result in this graph suggests that there is a tepid uniform perception amongst three job contract groups namely full time volunteers, full time employee, and part time volunteers about the value of the managers/supervisor’s coaching skills in personal development career plans. They have all received yearly staff appraisals. The lowest estimated marginal means of
paid part time employees suggest their managers/supervisors have not been helpful in that regard.

**Figure 7-39  Estimated marginal means (6-month appraisal)**

Based on self-identified staff workers that have a regular six months staff appraisal at their place of work, the graph result suggests that unpaid full time employee and paid part time volunteer have lower estimated means. We can assume that these identified groups have not found their managers/supervisor helpful with their personal development plans.

**ANALYSIS FOR SURVEY ITEM NO. 18**

**UNFAIR AND BIASED STAFF APPRAISALS**

**Figure 7-40  pie chart for staff appraisals....**

**Staff appraisals are not always fair and unbiased**

Mean 3.40  Std Dev .980
40% of responses disagreed that their staff appraisal was biased and unfair. 20% of responses agree and 26% of responses were unsure about their staff appraisals. 11% of responses strongly disagreed with the statement.

![Graph](image1)

**Figure 7-41** EMM (yearly appraisal) Staff appraisals

Full time employees (paid and unpaid) who are appraised on a yearly basis have exactly the same estimated marginal means and the highest at 4.0. Part time employees who are staff appraised on a yearly basis have the least marginal means of 2.0 which suggests that they do have least favourable perception of their appraisals as being fair and unbiased.

![Graph](image2)

**Figure 7-42** – Estimated marginal means (6-month) staff appraisals
This graph illustrates that unpaid full time volunteers, paid full time share the same perception (lowest estimated marginal means = 3.24) that their staff appraisals that occurs every six months are not always fair and unbiased. Unpaid part time volunteers and paid part time employees have estimated means at 3.27 & 3.50 respectively which suggests they a slight better favourably opinion about their appraisals. Paid volunteers (4.27) unpaid employees, paid time volunteers and unpaid employees all have share the same mean 4.0

ANALYSIS FOR SURVEY ITEM NO.19
UNDERSTAND HOW MY PERFORMANCE IS EVALUATED

67% of responses in this survey reported that they understood how their organisation’s standards of evaluation of individual performances. 21% indicated that they were unsure.
ANALYSIS FOR SURVEY ITEM NO.20
EVALUATE PERFORMANCE OF SUPERVISORS/MANAGERS

Figure 7-44 – pie chart for opportunity to evaluate ...

This pie chart results suggest that there was no significant differences between those disagree and those who indicate that they were not aware of the opportunities to give evaluate the performance of the leaders at work. As shown, 34% disagreed, 33% were unsure, and 25% agreed with the statement.

Figure 7-45  EMM opportunity to evaluate (yearly appraisal)
As the chart indicates, staff who are staff appraised yearly and do receive income for their work perceived that they have opportunities at their place of work to upward evaluate performance of supervisors/managers. However, unpaid workers perceive that there are less opportunities to evaluate the performance of their supervisors/managers.

![Figure 7-46 - 6-months appraisal (opportunity to evaluate.....)](image)

Based on regular six months appraisal scheme at their place of work, unpaid full time employees and paid part time volunteers perceived that opportunities exist to evaluate performance of managers and supervisors. Part time volunteers were less inclined to perceive that managers/supervisors were less likely to be evaluated by them.

**ANALYSIS FOR SURVEY ITEM NO.21 – UNMEANINGFUL STAFF REVIEWS**

![Figure 7-47 pie chart for staff Reviews are not meaningful](image)

Mean 3.51   Std Dev .833
The analysis from above pie chart suggests that 47% respondents do disagree that their staff reviews are not meaningful, 8% strongly disagreed, 11% agreed, and 32% were not sure if they found their appraisals meaningful.

**ANALYSIS FOR SURVEY ITEM NO.22 – SLOW FEEDBACK**

![Pie Chart](image1.png)

**Mean 3.14  Std Dev 1.032**

Based on the pie chart results, estimated 36% of responses ‘agree’ and 32% of responses indicated that disagree with the statement, and 21% indicated unsure.

![Graph](image2.png)

This graph suggests that full time (unpaid) employees and paid part time volunteers who are appraised on their job performance have a lower estimated marginal means indicating that they experienced having a slower feedback than expected at their place of work.
ANALYSIS FOR SURVEY ITEM NO.23

Figure 7-51  (pie chart) no trust in staff feedback...

This pie chart result suggests that the estimated 49% of participants in the study were unsure about peer based feedback. 37% of responses indicated disagree.
As the chart result suggests, there is a big difference of perception between paid part time employees and unpaid part time employees who are staff appraised on a yearly basis. Other job contract groups are even on their responses on the question of accepting feedback from fellow staff.

Staff workers that are appraised on a six month basis which includes unpaid full time volunteers, unpaid full time employees and paid part time volunteers and paid part time employees with means of 3.2 to 2.7 are likely not to have trust feedback from work colleagues.
ANALYSIS FOR SURVEY ITEM NO.24

NO PROGRESS CHAT OUTSIDE THE FORMAL PROCESS PERIOD

Figure 7-54  In the 6 months, no progress chat

In the last 6 months, Manager/Supervisor had a progress chat with me outside of the formal process period

Mean 2.96  Std Dev .939

38% of participants disagree with the statement that their manager/supervisor has had progress chat. While, 34% agree that such HR activity takes place at their organisation. 23% of the sample was unsure or do not recollect if such chat about their progress took place. It can be assumed that some managers are formal and some informal depending on the quality of the employee management system in the organisation.

Figure 7-55  (yearly appraisal) EMM In the last 6 months

The results from the chart suggest that unpaid full time employees were likely to have a low response (low marginal means 2.0) than paid full time employees (3.2) on the subject of receiving progress chat from the supervisor/manager.
The graph result suggests that there is a mix reaction from across the job groups who are appraised every six months at their place of work. There is a bigger difference of marginal means between unpaid full time employee 2.0 and paid full time employee 3.5 indicating that paid full time employee had a progress chat from the supervisor/manager within 6 months ago.

**ANALYSIS FOR SURVEY ITEM NO. 25**

**Figure 7-57 (pie chart) staff appraisal is helpful...**

\[ \text{Mean 3.45 Std Dev .847} \]
The results of the graph suggest that staff who do not receive income for their work and who are appraised yearly at their place of work did not find their staff appraisal helpful and effective. There is no difference of opinion among full time volunteers (estimated means 3.4).

The result in this graph suggests that full time volunteers and full time employees who are appraised on a six months basis find their staff appraisal helpful. There is a down trend starting from unpaid part time volunteers (Est Marginal Means 3.2) who did not find their staff reviews helpful and effective.
ANALYSIS OF SURVEY ITEM 26: ACTIVE SENIOR LEADERSHIP (DAY-TO-DAY ADMINISTRATION)

This pie chart demonstrates that 34% (disagree) + 9% (strongly disagree) indicated that board members of the organisation they work for have a hands-off approach to daily administration but 31% (agree) + 10% (strongly agree) indicated they work with an active board members/senior leadership. 14% of participants were unsure which may suggest they may not who they are and what capacity they serve.
Unpaid fulltime and part time who are appraised on a yearly basis do perceive that there is an active involvement of their senior leadership in day-to-day operations. It depends on the size of the organisation.

![Estimated Marginal Means](image)

**Figure 7-62** EMM Active board members (6-months)

**ANALYSIS FOR SURVEY ITEM 27 : RECEIVING GOOD FEEDBACK**

![Pie chart](image)

*Received good feedback about how I can advance my career in the organisation*

Mean 3.20  Std Dev .848

This pie chart suggests that 43% of responses in the survey were unsure about receiving feedback pertaining to personal career advancement within the organisation. 32% of responses agreed and 4% strongly agreed with the statement.
Unpaid staff who indicated that their individual performance is evaluated on a yearly basis had a favourable view of feedback received than paid staff. Furthermore, paid part time volunteers perceived that they did not received good feedback.

Unpaid full time volunteers and employees whose individual performances are evaluated every six months perceived that they did not receive good feedback. Paid staffs across each category were more likely to perceive that they received good feedback.
ANALYSIS OF SURVEY ITEM 28: INFORMAL JOB DESCRIPTION

45% and 12% of respondents indicated in the study that disagreed and strongly disagreed respectively that their job description is informal and 27% indicated that they were unsure. 14% indicated that their job description was informal.

Part time volunteers/paid full time volunteers EMM 3.2 indicated that they are having an informal job description plan. Full time and part time volunteers who are yearly staff appraised at work are likely to have a mixture of informal and formal job description.
Unpaid full time and unpaid part time volunteers who are staff reviewed on a six month basis have a low means (means of 3.3 ), suggesting that they may have a job description that is not flexible and mostly unwritten.

ANALYSIS OF SURVEY ITEM 29 – UNDERSTANDING OF JOB EXPECTATIONS AND ROLE
Mean 3.65  Std Dev .915
56% of respondents (Agree) in the survey had an understanding of the job expectations and role in the organisation they work for. 10% had positive firm opinion on the statement. Only 11% disagree with the statement.

ANALYSIS OF SURVEY ITEM 30 – VISION STATEMENT

The pie chart shows that 57% responses agreed that the organisation’s vision statement is clear and achievable. 14% showed stronger agreement to the statement. 24% were unsure about the statement.

Mean 3.83  Std Dev .728
ANALYSIS OF SURVEY ITEM 31 – ACCURATE JOB DESCRIPTION

The pie chart suggests that 45% of responses indicated that their job description was not accurate, 19% were unsure, but 23% agreed and 6% strongly agreed, that their job description is accurate.

Results from this graph suggest that across the four types of job contract, paid staff except part time employees and whose performances are reviewed yearly perceived that their job description is accurate. The low estimated marginal means for paid part time employees 1.0 suggests they perceived that their job description is the least accurate.
From this graph, we can assume that unpaid staff workers whose individual performances are reviewed every six months, perceived that their job description was not accurate. Paid staff workers whose individual performances are reviewed every six month generally perceived that their job description is accurate.
Mean 3.59  Std Dev .924

The pie chart indicates that 32% of responses disagree, 18% strongly disagree, 7% strongly agree and 40% were unsure about the general management’s understanding of their work and its processes.

From this graph, we can make assumptions that full time volunteers who are staff reviewed on a yearly basis perceive that the management lack understanding about their assigned
individual work and its processes. We can also assumed that self-identified unpaid part time volunteers and employees, full time volunteers that are staff reviewed on a yearly basis and whose estimated marginal means are the lowest have the lowest perception of their management’s understanding of their individual work environment and the processes involved.

Results from this graph suggest that staff workers who receive regular income and their individual performances were reviewed every six months have a lower estimated means except for paid volunteers (3.9). They perceived that the management lacks understanding of their work environment and its processes.

### 7.4 NONPARAMETRIC ANALYSIS

#### 7.4.1 FRIEDMAN TEST STATICS

A non-parametric Friedman within participants test was conducted to examine the interactions of the scores of the survey items. In relation to the hypothesis, the results show a significant relationship between the dependent variables in the study.

Friedman chi-squared = 926.954 df = 31  p-value = 0.000
Test Statistic

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>152</td>
</tr>
<tr>
<td>Chi-square</td>
<td>926.954</td>
</tr>
<tr>
<td>df</td>
<td>31</td>
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<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
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</tbody>
</table>

a. Friedman Test

Table 7-9 – Friedman test of significance

Group A (6 Items on the survey with highest mean rank) Friedman test

<table>
<thead>
<tr>
<th>SURVEY ITEMS</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial incentives for meeting specific job</td>
<td>25.18</td>
</tr>
<tr>
<td>Commitment to ideals and values</td>
<td>24.16</td>
</tr>
<tr>
<td>Enjoy coming to work</td>
<td>22.49</td>
</tr>
<tr>
<td>Leadership promotes team morale and builds organisational commitment</td>
<td>20.42</td>
</tr>
<tr>
<td>The vision statement of the organisation</td>
<td>19.65</td>
</tr>
<tr>
<td>No official grievance policy in my organisation</td>
<td>19.52</td>
</tr>
</tbody>
</table>

Table 7-10 - GROUP A HIGHEST MEAN RANK

Group A is loaded with survey items that have the highest mean rank ranging from highest 25.18 to 19.52 lowest. This suggests that these questions received the highest means. It also implies that the participants N=155 work in organisations offers no financial incentives, but they are committed to the organisations ideals and values and enjoy coming to work. They are familiar with the vision statement of the organisation and that the organisation has instituted. Furthermore, they are generally agreed that they have a grievance policy to follow if the need arises to settle conflicts.
Group B (7 survey items with second highest mean rank) Freidman test

<table>
<thead>
<tr>
<th>SURVEY ITEMS</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal opportunity for job promotions, staff training and development</td>
<td>18.97</td>
</tr>
<tr>
<td>Understand how my performance is evaluated</td>
<td>18.82</td>
</tr>
<tr>
<td>Management is able to communicate a shared vision to all its employees</td>
<td>18.66</td>
</tr>
<tr>
<td>Not fully understand the staff work policies</td>
<td>18.34</td>
</tr>
<tr>
<td>Senior management involve all staff when making significant changes</td>
<td>18.33</td>
</tr>
<tr>
<td>Understanding of job expectations and role in the organisation</td>
<td>17.75</td>
</tr>
<tr>
<td>Management has a poor understanding of my work environment and processes</td>
<td>17.27</td>
</tr>
</tbody>
</table>

Table 7-11 – GROUP B (SECOND HIGHEST MEAN RANK)

Group B comprises of tier 2 collective mean rank from the highest of 16.95 to 15.88. This suggest that the respondents (n=155) are okay with organisation’s effort with creating an equal access to jobs etc, understand how their job performance is evaluated, understand the staff polices, satisfied with senior management change management procedures, understand the job expectations and role and the management is making an effort to understand their work environment.
**GROUP C** *(9 survey items with the third highest mean rank)* Friedman test

<table>
<thead>
<tr>
<th>SURVEY ITEMS</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal job description plan</td>
<td>16.95</td>
</tr>
<tr>
<td>Difficult to make positive suggestions about how the organisation operates without fear</td>
<td>16.70</td>
</tr>
<tr>
<td>Staff appraisals/reviews are not meaningful</td>
<td>16.69</td>
</tr>
<tr>
<td>No long term career plans with Organisation</td>
<td>16.66</td>
</tr>
<tr>
<td>Little or no organisational culture that promotes learning and creativity</td>
<td>16.35</td>
</tr>
<tr>
<td>Staff review/appraisal is helpful and effective in identifying specific goals for performance improvement</td>
<td>15.88</td>
</tr>
<tr>
<td>Organisation is not concern about my current job needs, and personal expectations</td>
<td>15.87</td>
</tr>
<tr>
<td>Appraisals are not always fair and unbiased</td>
<td>15.77</td>
</tr>
<tr>
<td>Culture of mentoring and coaching in my place of work</td>
<td>15.67</td>
</tr>
</tbody>
</table>

Table 7-12 *(GROUP C)* THIRD HIGHEST MEAN RANK

Group C contains a third highest mean rank of survey items from the highest 16.95 to 15.67. As the readings suggest, the means are lower than in groups A & B. Here, we see that the independent variables such as gender, type of job contract, type of financial contract and how often the participant receives staff received are having mix reactions to the survey questions. Some estimated marginal means analysis has been conducted to check which groups feel negatively different based on experiences.
GROUP D (10 Survey items with the least highest mean rank)

Table 7-13 (GROUP D) THE 10 SURVEY ITEMS WITH THE LEAST MEAN RANK

<table>
<thead>
<tr>
<th>SURVEY ITEMS</th>
<th>Mean Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>No trust in fellow staff giving me feedback</td>
<td>14.74</td>
</tr>
<tr>
<td>Received good feedback on how I can advance my career in the organisation</td>
<td>13.75</td>
</tr>
<tr>
<td>Active board members/senior leadership in the day-to-day administration</td>
<td>13.39</td>
</tr>
<tr>
<td>Slow feedback when my performance is below expectations</td>
<td>13.37</td>
</tr>
<tr>
<td>Manager/Supervisor is not helpful towards my career progression</td>
<td>12.53</td>
</tr>
<tr>
<td>Non-financial incentives for meeting specific job performance</td>
<td>12.29</td>
</tr>
<tr>
<td>In the last 6 months, Manager/Supervisor had a progress chat with me outside of the formal process period</td>
<td>11.78</td>
</tr>
<tr>
<td>Accurate job description</td>
<td>10.94</td>
</tr>
<tr>
<td>Opportunity to evaluate the performance of supervisors/managers</td>
<td>10.77</td>
</tr>
<tr>
<td>Sometimes Manager/Supervisors involves me in decisions affecting our work</td>
<td>8.34</td>
</tr>
</tbody>
</table>

Here in Group D, the mean rank is lowest at 8.34 and the highest is at 14.74. This group result suggests respondents recorded low mean scores to these survey questions or statement asks from them. These are the critical weak areas of the performance management system in the charity organisations.
7.5 HYPOTHESIS 1

H1 Implementing a comprehensive employee performance management process in non-profit social organisation is affected by line managers/supervisors knowledge and understanding

7.5.1 SIGNIFICANCE ANALYSIS - FRIEDMAN TEST (pair wise)

Friedman test analysis found a significance p<.005 between *Sometimes my manager/supervisors involve me in decisions affecting our work AND *Slow feedback below expectations *Received good feedback on how I can advance my career in the organisation *Culture of mentoring and coaching at my place of work. Full results are found below.

<table>
<thead>
<tr>
<th>Test statistic</th>
<th>Standard Error</th>
<th>Standard test statistical significance</th>
<th>Significance</th>
<th>Adjusted significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Sometimes my manager/supervisors involve me in decisions affecting our work / *Slow feedback below expectations</td>
<td>-5036</td>
<td>1.076</td>
<td>-4680</td>
<td>.000</td>
</tr>
<tr>
<td>*Sometimes my manager/supervisors involve me in decisions affecting our work / *Received good feedback on how I can advance my career in the organisation</td>
<td>-5.414</td>
<td>1.076</td>
<td>-5032</td>
<td>.000</td>
</tr>
<tr>
<td>Sometimes my manager/supervisors involves me in</td>
<td>-7339</td>
<td>1.076</td>
<td>-6.820</td>
<td>.000</td>
</tr>
</tbody>
</table>
In defence of the hypothesis, Friedman test analysed a relationship between the variables under study. The research hypothesis findings that suggests leadership and management style and attitudes to a comprehensive employee performance management process in an organisation affects the culture of the employee performance management system and the perception of committed staff is conclusive.

### 7.5.1.1 FRIEDMAN TEST RESULTS 2

Using Friedman tests, the variable *In the last 6 months, Manager/supervisor had a progress chat with me outside of the formal process period* compared with *Staff appraisals/reviews are not meaningful, *Difficult to make positive suggestions about how the organisation operates without fear, *Informal job description plan* and *Management has a poor understanding of my work environment and its processes* show a p<.005 for significance and adjusted significance.

The full results are below.

<table>
<thead>
<tr>
<th>Test statistic</th>
<th>Standard Error</th>
<th>Standard test statistical significance</th>
<th>Significance</th>
<th>Adjusted significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>*In the last 6 months, Manager/supervisor had a progress chat with me outside of the formal process period / <em>Staff appraisals/reviews</em></td>
<td>4.905</td>
<td>1.076</td>
<td>4.558</td>
<td>.000</td>
</tr>
</tbody>
</table>
are not meaningful

| *In the last 6 months, my manager or supervisor had a progress chat with me outside of the formal process period / *Difficult to make positive suggestions about how the organisation operates without fear | 4.918 | 1.076 | 4.570 | .000 | .002 |
| *Informal job description plan | -5.171 | 1.076 | -4.806 | .000 | .001 |
| *Manage - ment has a poor understanding of my work environment and its processes. | -5.487 | 1.076 | -5099 | .000 | .000 |
This table of results shows that in support of the hypothesis, the item variable *In the last 6 months, my manager or supervisor had a progress chat with me outside of the formal process period* was found to be significant (p< .005 to be with other item variables *Staff appraisals/reviews are not meaningful, *Difficult to make positive suggestions about how the organisation operates without fear, *Informal job description plan, and *Management has a poor understanding of my work environment and its processes. The effect of the variables is strong on the participants meaning that organisations informal approach, and less organisational focus on managing the individual performance and the leadership style of management has an impact on the organisation’s employee performance management system as a whole. While the participants may be highly confident and committed about the organisations ideals and values and its mission, the presence of negative HR factors gradually affects their psychological contract and they might leave at an opportune time.

**7.5.1.2 FRIEDMAN TEST 3 (pairwise comparison)**

The variable *Manager/Supervisor is not helpful towards my career progression with *Management has a poor understanding of my work environment and its processes* was analysed by the Friedman tests. The full result is found below.

<table>
<thead>
<tr>
<th>Test statistic</th>
<th>Standard Error</th>
<th>Standard test statistical significance</th>
<th>Significance</th>
<th>Adjusted significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Manager/Supervisor is not helpful towards my career progression /*Management has a poor understanding of my work environment and its processes.</td>
<td>-4.743</td>
<td>1.076</td>
<td>-4.408</td>
<td>.000</td>
</tr>
</tbody>
</table>
The Freidman test analysis found that the variables in the study were significant to each other. We can assume that perceived managers/supervisors attitudes towards the workers career plans is significant related with perception that the management have a poor understanding of their work and environment and its processes. Adjusted significance P<.005

7.5.2 HYPOTHESIS NO.2

Poor implementation of PMS affects the quality of staff reviews and motivation of the committed staff.

SIGNIFICANCE ANALYSIS of FRIEDMAN TEST

A Friedman test of analysis found significance between *My job description is accurate AND *Staff appraisals/reviews are not meaningful, * Staff appraisal is helpful and effective in identifying specific goals for performance improvement. As the table shows, the variables that have been extrapolated have an impact on the participants and also support the hypothesis. P<.005

<table>
<thead>
<tr>
<th></th>
<th>Test statistic</th>
<th>Standard Error</th>
<th>Standard test statistical significance</th>
<th>Significance</th>
<th>Adjusted significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>*My job description is accurate / *Staff appraisals/reviews are not meaningful</td>
<td>-4.826</td>
<td>1.076</td>
<td>4.485</td>
<td>.000</td>
<td>.004</td>
</tr>
<tr>
<td>*My job description is accurate/ * Staff appraisal is helpful and effective in identifying specific goals for performance improvement</td>
<td>4.931</td>
<td>1.076</td>
<td>4.579</td>
<td>.000</td>
<td>.002</td>
</tr>
</tbody>
</table>
Based on the frequency results, response indicated that 45% rejected and 19% were unsure that their job description in their place of work is accurate. According to Friedman analysis, there is significance between the responses on this statement and other variables as itemised in the table above. In support of the hypothesis, we can assume that the lack of accurate job description affects their perception of the quality and importance of the organisational staff appraisals is conclusive.

### 7.5.2.1 ANALYSIS of SIGNIFICANCE : FRIEDMAN TEST

A Friedman test was conducted to analyse the relationship of *Non-financial incentives for meeting specific job performance AND *Informal job description plan, *Management has a poor understanding of my work environment and processes,*

Full results are below.

**Table 7-17 Friedman test**

<table>
<thead>
<tr>
<th></th>
<th>Test statistic</th>
<th>Standard Error</th>
<th>Standard test statistical significance</th>
<th>Significance</th>
<th>Adjusted significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Non-financial incentives for meeting specific job performance / *Informal job description plan</td>
<td>-4.664</td>
<td>1.076</td>
<td>-4.335</td>
<td>.000</td>
<td>.002</td>
</tr>
<tr>
<td>*Non-financial incentives for meeting specific job performance / *Management has a poor understanding of my work environment and processes</td>
<td>-4.980</td>
<td>1.076</td>
<td>-4.628</td>
<td>.000</td>
<td>.002</td>
</tr>
</tbody>
</table>
Friedman analysis supports the hypothesis that organisations often relies on managing the self-motivation of its workers they bring to the organisation than managing fully formalised employee performance management system that includes rewards is indicative of an informal approach to managing the individual employee performances on the job. Organisations who take such approach are likely to perceive by their workers as having poor understanding of managing an effective PMS that would attract and make the best talents serve longer. \( P<.005 \)

8 DISCUSSION
This research findings support the works of (Becker et al, 2011, Boezeman & Ellemers 2009, WorldatWork & Sibson Consulting 2010, Ziemek, 2006 ) that charity/NFP organisations have challenges in executing an employee performance management system that builds and strengthens individual performance and improves the psychological contract of its workers. According to Moxham (2010), this may be the case why there are persistent implementation

Firstly, organisations are losing out on the opportunity to retain some of the highly motivated and committed volunteers and staff workers to serve the organisation for a long time. Although this research has not dug deep into the reasons why this may the case, it is assumed that a number of factors are responsible such as the, bare training resources, organisation's experience of implementing effective HRM practices, informal approach to managing expectations and maintaining a positive psychological contract (Hay et al, 2001).

Secondly, transparency, regular communication in the form of feedback/reviews from employee and managers are important features of an effective and efficient PMS as reiterated by Ahmed & Kaushik (2011). Furthermore, the timing of the reviews and feedback is a crucial factor in the process because Martinez & Kennerly (2010) reported in their study that the organisation’s reputation and image among its stakeholders improved, and so did customer satisfaction.
Thirdly, if the feedback is a mechanism in appraisal that managers and supervisors can use effectively communicate, motivate their workers and help with the employee’s individual career developmental plans. If the worker is not receiving a good feedback, it means that the individual’s psychological contract with the organisation is being challenged. Furthermore, organisation would have to consider the method of appraising and the training standards of the appraiser. According to McKenna & Beech (2002), feedback can be hampered by a number of ways including all-in-one appraisals where the appraiser is the judge and the counsellor and a no real sense of ownership among the managers/supervisors and no in depth commitment to the process. The roles of managers/supervisors are instrumental in developing the critical knowledge skills and abilities (KSA) that the employee (or volunteer) needs and provide job-related opportunities and career development (Ahmed & Kaushik 2011). Therefore adequate training of managers/supervisors provides equitable assessment contributes to meaningful, unbiased and fair informative feedback, reviews and appraisal employees need (Rao, 2007,2008).

The case is argued that psychological contract for volunteers and employees is broken because in the case of volunteers, psychological contracts tend to be relational rather than transactional, with conditions such as explicit feedback on the value that volunteers contribute to the organisation’s mission and goals, and feeling the organisation cares about their volunteers’ well-being are often more salient to the volunteer Taylor, et al 2006;Starnes 2007).

Research studies suggest that numerous essential activities related to PMS can have impact on the organisation’s implementation of its strategy and goals which are best supported by an open transparent system that allows the employees to contribute freely, personally or in teams, to the strategic course of the organisation (de Waal & Goedegebuure & Geradts 2011).
From this brief analysis, an assumption is made that NFP organisations often rely on mostly unpaid full time staff take a hard HRM approach in managing the expectations and job needs of its staff. According to (Lynch & Smith, 2009), one of the greatest challenges for volunteer-involving organisations is achieving a balance between the need for informality and formality in their human resource management practices in managing the employee’s performance and providing the resources to nurture employee development. (Bal et al 2010) and directly affect the individual performance management system (PMS). For example, a high degree of informal approaches towards detailing job description and information about duties in a letter of acceptance have impacted the volunteers behaviour in relation to how they perceived the organisation is being run (Hay et al 2001; Ambrose & Paine 2006, Finzi et al 2012).

According to Hunter & Renwick (2009) line managers in charity organisation find it hard to treat staff as assets to be developed to gain sustainable competitive advantages. It may be assumed that organisations find it difficult to institute a culture of mentoring and coaching for all volunteers and short term staff even though they are highly motivated to work with the organisation. 90% of survey respondents in the survey were committed to organisation’s values and ideals and 87% indicated that enjoy coming to work. This is a missed opportunity for organisations to roll back the high turnover of staff that is common in the non-profit social sector.

One of the central pieces of employee based PMS that directly impacts the employee commences from job analysis till when the employee exits the organisation (Boxall & Purell 2008; Torrington 2011; Watson & Leopold& Harris, 2005) and each staff member differ in their skills and abilities they bring to the job, in their personality, motivation in their everyday experiences, training, and qualifications. Failure to address these underpinning HRM issues in may adversely affect the psychological contract that is, to weaken staff worker confidence,
The following researchers (Rao, 2007; 2008; Becker Antwar & Everett, 2011) suggests training of managers/supervisors in big or small charity organisations is very essential to providing an equitable assessment that would contribute to meaningful, unbiased and fair informative feedback, reviews and appraisal of employees. This is to avoid the situation, where managers are sometimes prone using their personal rating standards, make unintentional rating errors, that does harm to the accuracy of performance measurement but can create perceptions of unfairness, with consequential negative impacts on employee attitudes and motivation Pulakos & O’Leary (2011). Why did 32% of the sample were unsure of their appraisals and 11% agreed that there staff appraisal was not relevant to them? Could it be that there underlying issues such as the appraiser, methods, timing of the reviews, perceived as a paper exercise or general distrust of the staff review itself? Nevertheless, transparency, regular communication in the form of feedback/reviews from employee and managers are important features of an effective and efficient PMS Ahmed & Kaushik (2011). The timing of the reviews and feedback is a crucial factor in the process because Martinez & Kennerly (2010) reported in their study that the organisation’s reputation and image among its stakeholders improved, and customer satisfaction. Torrington et al (2011) also added that fair, simple and transparent documentation and confidentiality of all aspects of employee performance review is a necessity for a trusted PMS.

9 CONCLUSION
According to Shield (2007) a complete employee performance management system enables an organisation to sustain competitive strategic advantage by providing techniques that
manages expectations, align employee behaviour with business needs and organisational culture, while bringing visibility and value to the organisation (Shield, 2007). Therefore organisations with strong, evolving employee based performance management system are better equipped to forecast opportunities or threats, to manage costs strategically and to make difficult decisions in a more efficient manner (Mullen-Camen, 2008). Recent literature by Chamberlain, (2011) underlines the connection by stating that obvious effective performance management system aids the strategy and goals of the organisation but that is made possible through open transparent system that all employees are encouraged to contribute personally or in teams to the strategic course of the organisation. This awareness to think strategically may likely improve the psychological well-being and contract of their employees.

9.1 LIMITATIONS
There are number of limitations to this study. The evaluation is restricted by time and budget. A much higher response rate to the survey would have provided a more reliable picture of the workers in the charity sector. Furthermore, as in survey research, errors are unavoidable. The lack of face to face validity in clarifying some questions might to have confusion and misunderstanding about the survey questions to be answered wrongly.

10 RECOMMENDATIONS FOR FURTHER RESEARCH
A follow-up of a qualitative research on this topic with managers would bring clarity and provide better understanding of the employee performance management system in the not-for-profit organisations. Getting their perspective would provide in-depth data about their experiences of managing the individual performance of volunteers and staff. A suggested future area of study should be centred on performance appraisal and employee turn-over.

11 REFLECTIONS ON LEARNING & SKILL DEVELOPMENT
Many influential authors who have written on the topic of reflection agree that there are benefits in spite of risks in carrying out a self-critical reflection. Rees (2007) found that practice of reflection helped final year nursing students to understand and establish that they were now qualified nurses and to identify and sharpen up their individual and professional principles and beliefs.

The term reflection is defined as “an intentional mental processing, used primarily with complicated or uncertain situations or ideas in order to fulfil a particular purpose in the present or future” (Moon (2004, pp. 143).

Duffy (2007) accept as true that reflective method is a functional activity to analytically observe where a person is tested and authorised to embark on the process of self-examination to encourage the practitioner to appreciate pleasing and good practice within a reflexive spiral of personal change. Schon (1983) asserts that the process of reflection can be done in two main ways namely reflection on action which is looking back after the event and reflection in action which is about reflecting in what is happening during a particular event.

A reflection on action process adds knowledge, challenges the ideas and beliefs the practitioner had, concentrates on self-development and commitment to action and learning resulted from the event (Boyd & Fales, 1983; Atkins & Murphy 1994).

In this section, I am reflecting on the master’s programme in general, the experience of starting and completing a dissertation, personal obstacles, the value added in both learning experiences and how I plan to sustain the gains made. Duffy (2008) further explains that there are four points to consider before anyone can efficiently guide a reflection activity and they are namely, finding the right guide, creating the reflective structure, being ready for anything that may crop up, and reflecting on the reflection as an activity. Among several competing models that do exists in literature, Gibbs 6-step process is chosen model of use in my personal critical reflection. Gibbs (1998) developed the following reflective cycle in order to provide structure for reflecting on an experience or situation. Gibbs (1988) identifies a 6 step process to aid reflective practice. In contrast to other models, Gibbs (1988) has factored in the emotional and sentiments side of reflective practice.
First Step - “Description – what happened?"

I enrolled in September 2011 to do a Masters in Business Administration (MBA) in Human Resources. I also benefited from the different teaching styles employed my lecturers that supported my learning styles and the company of the multicultural flavour of the class. I successfully progressed through all the modules and exams before becoming a dissertation candidate. At this point, I needed a short break to travel home to check on a close relative who is recovering from stroke before taking on the dissertation project. On return, I began to focus on my dissertation researching more articles and journals after my first meeting with my supervisor. It was then that it was very clearer to me I knew I had learning setbacks associated with dyslexia after taking preliminary and other official learning tests. I found that as new adult dyslexic, help was not forthcoming and it is costly condition at many levels to have as a student. I know that I did not suddenly develop the symptoms when I started the dissertation. However, the process of completing my dissertation fully exposed the problems and tested beyond the limit of my self-coping strategies that I had developed throughout my entire journey of learning since childhood. Against the backdrop of knowing that I was among the one in ten people who were unaware that they may have this disability according to Dyslexia Ireland, I really struggled to cope and finish the dissertation project on time without the needed professional help and resources. Aside the discovering my condition, I was challenged in following a dissertation plan, dealing with time management, processing
large volumes of reading materials and data, typing, and to remain enthusiastic about the dissertation.

**Second step - Feelings – what were you thinking and feeling?**

Throughout, the classroom phase, I was educationally challenged in a positive sense until the exams when I also buckle a bit and strangely a weakness at the time no matter how much I prepared. Now I know why! However, during the dissertation phase, things and circumstances really challenged me. I felt I had been hit savagely and unfairly at the official confirmation of my condition and it dented my confidence and tenacity, ushered in various feelings and thoughts about what all this means going forward to getting better jobs in future job market and economy. I was worried and still concerned about the stigma of being labelled as having a learning disability in my culture, among my extended family unit, and circle of friends and the world –at-large. I had become more hardened and negative about it when someone tried to comfort me with known celebrities who have this condition to which I replied they are all famous, living a nice life, equipped with all facilities and not from my part of the world where such matters are not discussed. I was worried and protective about other people thought if they knew I suffered from it.

It is a satisfying and surreal that I began the MBA programme and even more so that I may be graduating finally. During the dissertation phase, I had experienced various emotional states including stress.

**Third stage -Evaluation – What was good and bad about the experience?**

Going to DBS college to pursue an advance degree for better career prospects and gain valuable knowledge about business and Human resource management best practices, critical thinking skills and gaining experience with conducting an individual masters level research is major plus. I believe that my personal development in cognitive skills, critical skills, research and investigative skills and numeracy and quantitative skills would be essential moving forward in my life. Completing this individual project, I learned a lot and still learning how to cope better with having dyslexia, develop personal development plans, other cultures and experience living a vibrant city of Dublin. I am pleased that my confidence level is high in achieving a similar project or even greater project like a PhD and to know about the depth of personal strength I possess if I put my mind to it to complete the course even when I did not avail myself to costly financial dyslexia resources and aids.

**Analysis – what sense can you make of the situation?**

Dyslexia is deemed be a neurobiological disorder that is genetic in origin and a life-long condition according to Dyslexia Ireland. However, with the right support and aids, I would
continue manage my dyslexia and become an independent self- sufficient learner and worker. While it is still unknown what are the main causes it, science based studies informs us developmental from of dyslexia is passed from parents to children and it slightly common in males than females affects many people in the same family (Dyslexia Ireland). With regards to the dissertation phase, the following skills have been maturing more than before I when began the MBA course and the dissertation phase.

I have been developing the skills set able to judge the value of information, integrate contrasting pieces of information when making a logical argument, cultivate a critical perspective in the sphere of knowledge or practice and weigh up the conclusions using evidence.

I have been acquiring competency of technologies skills through technical and theoretical knowledge, better research and investigative skills in identifying appropriate information sources and research methodologies and utilise them to develop a viewpoints and make determination of issues.

I am developing proficiency in data analysis, interpretation and making generalisation though, the use of using SPSS, whereby I drew conclusions from the information I obtain.

**Conclusion – what else could you have done?**

I will continue to reflect on the positives with the MBA course to further my knowledge in HRM. I would continue to sort good counsel on dyslexic issues and aids, have a support group of trusted friends to boast up a local social network instead of isolating myself. Have people I trust to proof read my work which means I have plan and scheduled my work accordingly.

**Action plan – what will you do next time?”**

Knowing that I have chronic time management issues and other problems associated dyslexia, I would continue to avail myself to additional coping strategies of handling this disability. Furthermore, stick to a rigid master plan of apportioning the sections in the dissertation. I would continue to use voice recorders in lectures or in any meetings and try out a voice diary, and be consistent in keeping a daily diary. Invest in the state of the art aids like a professional voice-to-word software that would reduce my slow typing pace enhance my future learning experience if I choose to do another research or other advance educational programmes.

In retrospect, it has been a wonderful journey.
12 LIST OF REFERENCES


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Web link: [http://www.inkex.ie/?page_id=18](http://www.inkex.ie/?page_id=18)


13 Appendix A – Opinion survey : WORKING FOR A CHARITY / NOT-FOR_PROFIT ORGANISATION

Opinion Survey : Working For A Charity/Not-For-Profit Organisation

The purpose of this survey is to seek your opinion regarding your work experience in a Not-For-Profit / Charity organisation. This survey is only for academic purposes in accordance with university ethics regulations. This questionnaire does NOT contain any identifiable data about your place of work or you personally. Anyone including yourself who works in a charity/non-profit organisation can fill it out. This survey would take approximately less than 10 minutes to complete. Your participation would contribute to new knowledge about better management practices of staff and volunteers. Thank you for your patience and co-operation. Sincerely G. Lucas

* Required
Your Gender* □ Male □ Female

What is your job status* Please tick the boxes that applies to you.
□ Full time □ Part time □ Volunteer □ Employee

Do you receive an income for your work?
□ Yes - I do receive a stipulated regular income □ Not at all □ Other: [ ]

How old are you*?
□ Under 25 □ Between 25 and 35 □ Between 36 and 45 □ Above 46 years

Section A* Please indicate your answer for each statement

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
### Section A

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not committed to a long-term career with the organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am fully committed to the ideals and values of the organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy coming to work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organisation is not concerned about my current job needs, and personal expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section B

**Please indicate your answer for each statement**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have an equal opportunity for job promotions, staff training and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not fully understand the staff work policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a culture of mentoring and coaching in my place of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is little or no organizational culture that promotes learning and creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are financial incentives for meeting specific job performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are non-financial incentives for meeting specific job performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section C

**Please indicate your answer for each statement.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes the manager/supervisors involves me in decisions affecting our work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whenever possible, the senior management involves all staff when making significant changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The leadership promotes team morale and builds organisational commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The management is able to communicate a shared vision to all its employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section D*Please indicate your answer for each statement</td>
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<tr>
<td><strong>Employee Performance Appraisals are not always fair and unbiased</strong></td>
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<tr>
<td><strong>I understand how my performance is evaluated</strong></td>
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<td><strong>The staff has an opportunity to evaluate the performance of supervisors/managers</strong></td>
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<td><strong>My own staff appraisals/reviews are not meaningful to me</strong></td>
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<td><strong>I do not receive feedback quickly enough if my performance is below expectations</strong></td>
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<td><strong>I do not trust other staff giving me a feedback about my job performance</strong></td>
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<td><strong>In the last 6 months, my Manager/supervisor has spoken to me about my progress outside of the formal Process</strong></td>
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<td><strong>My staff review/appraisal is helpful and effective in identifying specific goals for performance improvement</strong></td>
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<table>
<thead>
<tr>
<th>Section E*Please indicate your answer for each statement.</th>
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<tbody>
<tr>
<td><strong>The board members/senior leadership are very active in the day-to-day administration</strong></td>
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<td><strong>My supervisor/manager has given me good feedback on how I can advance my career in the organisation</strong></td>
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<td><strong>I have an informal job description</strong></td>
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<td>Statement</td>
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<tr>
<td>I understand what are my job expectations and role in the organisation.</td>
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<td>The vision statement of the organisation is clear, compelling and achievable to me</td>
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<tr>
<td>My job description accurately reflects what I do on a daily basis</td>
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<tr>
<td>The management has a poor understanding of my work environment and processes</td>
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</tbody>
</table>

How many times in the year is your performance reviewed?*

- [ ] Yearly
- [ ] Quarterly
- [ ] Every Six months
- [ ] Never
- [ ] Other: None