



**Training to Appraise the Performance of Employees:
A Quantitative Study of Line Managers
working in Ireland and Brazil**

Tatiane Silva Passos

Dissertation submitted in partial fulfilment of the requirements
for the degree of

Master of Business Administration in Human Resource Management

at Dublin Business School

Supervisor: Patrick Paul

August 2020

DECLARATION

I, Tatiane Silva Passos, declare that this dissertation that I have submitted to Dublin Business School for the award of Master of Business Administration in Human Resources Management is the result of my own investigations, except where otherwise stated, where it is clearly acknowledged by references. Furthermore, this work has not been submitted for any other degree.

Signed: Tatiane Silva Passos

Student Number: 10531267

Date: 21/08/2020

ACKNOWLEDGEMENTS

Firstly, I would like to express my gratefulness to God for guiding me through this master's degree and to the wonderful opportunity to take this course as well as complete this dissertation successfully. Secondly, I would like to thank my supervisor Patrick Paul for his academic guidance and support in this research. Thirdly, I also wanted to thank the friends that supported me through the completion of this course, especially Fernanda Liberman and Debora Floriano, and all people who were there to listen to me when I needed. Last but not least, I would like to express my profound appreciation to three people who are always on my mind, my mother Maria Belmira Silva Passos, father Irani Barbosa Passos, and my brother Tiago Silva Passos. They understand the importance of knowledge and therefore encouraged and supported me with this incredible opportunity to further the level of my education that consequently empowered me academically in the field that I love. From the bottom of my heart, thank you very much for everything!

ABSTRACT

Training is an essential element to consider when boosting line managers skills. However, some abilities demanded by line managers, such as evaluating the performance of their employees, may not be given through training. Thus, it is unreasonable to require such skill if line managers are not be trained to accomplish it precisely. Hence, this study primarily aims to determine whether line managers are being trained to appraise the performance of employees in Ireland and Brazil. It was utilised a quantitative cross-sectional design and an appropriate sampling to collect information from line managers working in Ireland and Brazil. An online questionnaire was applied for the procedure of data collection. The gathered data was examined through a descriptive method, which was demonstrated by frequencies and percentages via tables and charts. A total number of 103 line managers, 45 working in Ireland and 58 in Brazil cooperated in this study. This study demonstrated that most of the line managers respondents, both working in Ireland and Brazil, had not received training to appraise the performance of their employees. Nevertheless, there is a piece of evidence by some that they were trained in this matter. The analyses also showed that LMs working in Brazil responded that lack of feedback culture is the most challenging element when dealing with evaluations of their employees' performance. By contrast, in Ireland, most respondents reported lack of HR skills as well as lack of time.

LIST OF TABLES

TABLE 4.1 Demographic characteristics of line managers working in Ireland and Brazil.....	38
TABLE 4.2 Responses to essential training to be a line manager working in Ireland and Brazil.....	39
TABLE 4.3 Responses of being trained to manage line managers' employees working in Ireland and Brazil.....	40
TABLE 4.4 Responses of the belief that training line managers working in Ireland and Brazil can contribute to their daily operations duties.....	40
TABLE 4.5 Responses of the agreement that training line managers working in Ireland and Brazil can contribute to managing their employees.....	41
TABLE 4.6 Responses of receiving leadership training for line managers working in Ireland and Brazil.....	41
TABLE 4.7 Responses of the relevance of the leadership training obtained by line managers working in Ireland and Brazil.....	42
TABLE 4.8 Results of it would be more challenging to manage line managers' employees without being trained in Ireland and Brazil.....	43
TABLE 4.9 Results of it would be more challenging to evaluate the performance of line managers' employees without being specifically trained in Ireland and Brazil.....	44

LIST OF FIGURES

FIGURE 1 Responses of being specially trained to assess the performance of line managers' employees working in Ireland and Brazil.....	42
FIGURE 2 Responses of what challenges line managers confront to evaluate the performance of their employees in Ireland and Brazil.....	44

LIST OF ABBREVIATIONS

General Data Protection Regulation (GDPR)

Human Resources (HR)

Human Resource Management (HRM)

Line Managers (LMs)

Performance Management (PM)

Training and Development (T&D)

TABLE OF CONTENTS

1. INTRODUCTION.....	9
1.1 Study Background and Problem	9
1.2 Study Aim	10
1.2.1 Objectives.....	10
1.3 Research Questions.....	11
1.4 Significance of the Study	11
1.5 Delimitation of the Study.....	12
1.5.1 Participants.....	12
1.5.2 Variables	12
1.6 Definition of Terms	12
1.6.1 Line Managers.....	12
1.6.2 Training	12
1.6.3 Performance Management	12
1.6.4 Human Resource Management (HRM)	13
2. LITERATURE REVIEW	14
2.1 Training as a Concept.....	14
2.1.2 Development as a Concept	15
2.1.3 The Difference Between Training and Developing	15
2.1.4 Leadership Training	16
2.2 Line Managers.....	18
2.2.1 Training and Developing for Line Managers	19
2.3 Performance Management.....	22
2.3.1 Challenges for Line Managers regarding Performance Management.....	23
3. RESEARCH METHODOLOGY AND METHODS	26
3.1 Research Philosophy	26
3.2 Research Approach to Theory Development.....	27
3.3 Research Design	29
3.4 Research Strategy	30
3.5 Area of Study.....	32
3.6 Research Population	32
3.6.1 Sampling	32
3.7 Selection Criteria	33
3.7.1 Inclusion Criteria	33
3.7.2 Exclusion Criteria	33

3.8 Instruments for Data Collection	33
3.9 Ethical Consideration	34
3.10 Procedures for Data Collection	36
3.11 Data Analysis Method	36
4. RESULTS	38
5. DISCUSSION	49
5.1 Summary	55
5.2 Strengths and Weakness of the Study	57
5.3 Limitations and Future Research	57
5.4 Conclusion and Recommendations	58
REFERENCES	60
APPENDICES	64
Appendix 1 Inform Consent	64
Appendix 2 Online Questionnaire for Line Managers working in Ireland and Brazil	66

1. INTRODUCTION

1.1 Study Background and Problem

It has been noticed that line managers have faced challenges in their workplace respecting the implementation of Performance Management practices. It has occurred due to the lack of individual abilities, such as leadership, management and the knowledge of how to communicate with employees (Saundry et al., 2015; Evans, 2017 and Mosson et al., 2018). Besides, HR skills assist LMs in dealing with uncertainty concerning their people management accountabilities (Gilbert, 2012) as cited by (Op de Beeck et al., 2018), such as appraisal, performance review practices, and how to manage poor performance (Dunn and Wilkinson, 2002; Newsome et al. , 2013) as cited by (Op de Beeck et al., 2018). Therefore, LMs must be well trained to empower their team to acquire high performance (Vajda, 2019).

As a consequence, plenty organisations have been manifesting the necessity to address specific performance difficulties of one or more individuals through training programs due to their lack of succeeding (Reeves et at., 2012) as cited by (Holt et al., 2018a). Thus, various companies have implemented leadership training to develop their employees' abilities, and consequently, their performance at work (Day et al., 2014; Avolio et al., 2010) as cited by (Holt et al., 2018a) as efficient leaders generally lack in firms (Rothwell, 2010) as cited by (Holt et al., 2018a). Therefore, this fact demonstrates the interconnection between increased performance, which may be promoted by training programs.

Additionally, as line managers have experienced growing demands because of the role change leadership expectations throughout firms (Holmberg el at, 2016) as cited by (Holt et al., 2018a), there is a great need to provide Training and Development in the context of managing people. Adequate training should be submitted to entitle line managers' teams to obtain high performance (Longenecker and Fink, 2017) as cited by (Vajda, 2019). Besides, leadership

programs are vital to enhancing critical skills and changing line managers' approaches that are required to do their work adequately (Holt et al., 2018a). However, line managers are hardly trained in conflict management (Teague and Roche, 2012) as cited by (du Plessis and van Niekerk, 2017), and poor performance management (Saundry and Wibberley, 2014) as mentioned by (du Plessis and van Niekerk, 2017). Furthermore, it was noted the concern of both companies and academics in catering adequate training to leaders (Ellström and Ellström, 2018 and Holt et al., 2018). Therefore, approaching the topic, it is of utmost importance to explore if line managers receive training to assess the performance of workers since the scientific literature has gaps in this regard. Moreover, there is almost no empirical evidence that line managers are specially trained to appraise the performance of workers as well as no empirical evidence in Ireland and Brazil.

1.2 Study Aim

Training is an indispensable aspect of improving leaders' skills. However, some qualifications required by line managers, such as evaluating the performance of workers, might not be provided to them through training. Thus, it is quite unfair to demand such skill if line managers are not prepared to perform it accurately. For that reason, this study primarily aims to determine if line managers are being trained to appraise the performance of employees in Ireland and Brazil.

1.2.1 Objectives

In order to achieve the study aim, three specific objectives were outlined:

- To demonstrate the training context which they are immersed.
- To ascertain if line managers are trained to appraise the performance of their subordinates.
- To identify what challenges line managers have met in their workplace when appraising workers.

1.3 Research Questions

Given the challenges line managers have experienced in companies concerning PM, three guiding questions are to conduct this study:

- **Are line managers being trained to appraise the performance of employees in Ireland and Brazil?**
- **Is there evidence of training line managers to appraise the performance of employees in Ireland and Brazil?**
- **What challenges do line managers experience to assess the performance of employees in Ireland and Brazil?**

1.4 Significance of the Study

The conduct of this research was justified due to the challenges faced by LMs in the workplace regarding PM. Addressing the topic more specifically if they receive training to evaluate the performance of their subordinates. Thus, the relevance of this subject to the scientific management is that it is considered limited in contemporary literature and little explored in the context of people management.

Given the importance of discussing whether LMs receive training to appraise the performance of employees was oriented to propose an answer to the existing theoretical gap on the proposed topic. Additionally, little is currently known about training line managers in Ireland and Brazil. Therefore, not only was the result of this research contributed to empirical studies, but it was also complemented the existing knowledge gap.

Ultimately, the criterion adopted for the choice of research groups, Ireland, and Brazil, was the facility of access of the researcher to the group of people, which is LMs, since Brazil is her birth country and Ireland is her currently living country. Moreover, this preferred places,

Ireland, and Brazil allowed the researcher to utilise each other's data to analyse similarities, differences and make findings based on them. Therefore, that was a pivotal part of this study.

1.5 Delimitation of the Study

This study was delimited to an online questionnaire created by the researcher to investigate LMs working in Ireland and Brazil as well as to answer the research questions precisely.

1.5.1 Participants

This study was delimited to LMs working in Ireland and Brazil.

1.5.2 Variables

- Demographic variables, which includes country of work, gender, age-range, level of education, and the number of years working as a line manager.
- Training and Developing for Line Managers
- Challenges for Line Managers regarding Performance Management

1.6 Definition of Terms

1.6.1 Line Managers

It is defined as the closest person to the operating employees, and they are seen as influential on implementing Human Resources practices (Mosson et al., 2018).

1.6.2 Training

It is a process which involves the application of formal methods to deliver knowledge and support people to acquire the required skills to execute their jobs satisfactorily Armstrong (2009, p. 665).

1.6.3 Performance Management

It is a systematic process that incorporates different Human Resources activities with organisation objectives through performance achievement by workers (Toong, 2019) including the operation of rating, ranking and rewarding workers based on assessments Armstrong and Taylor (2014).

1.6.4 Human Resource Management (HRM)

HRM is the action of acquiring, training, appraising, and compensating employees, and of accompanying to their labour relations, health and safety, and fairness concern Dessler (2016, p.34).

The following section presents more detail on contextual literature about Training and Development, Leadership Training, Line Managers, Training and Development for Line Managers, Performance Management, and Challenges for Line Managers regarding Performance Management.

2. LITERATURE REVIEW

2.1 Training as a Concept

According to Malik (2018, p. 102), training involves the growth of skills and insights that are appropriate to individuals' actual job necessities. Training generally has short-term learning and can aim attention at general or companies skills training. Moreover, training is the vital factor of a system created to exploit the talents of those it applies through well-designed jobs, teamworking, employee involvement or another HR practice, for example. It is fundamentally ensuring that individuals are developed for their positions. Nevertheless, the reversal could also be applied. Armstrong (2009, p. 665), affirms that training involves the application of formal processes to deliver knowledge and support people to acquire the required skills to execute their jobs satisfactorily. Similar to Armstrong's definition, Noe et al. (2008) state that training is a planned effort to promote the learning of competencies, job-related knowledge, and behaviour of workers.

Moreover, efficient training can contribute to both the company, employees and the growth and maintenance of cordial relationships between members of the organisation. Training can increase organisational productivity and employees' ability to solve work problems, for example (Kaswan and Ahkyadi, 2015) as cited by (Daulay et al., 2018). Wilkinson, Redman and Dundon (2017, p. 133) highlight that there is little point in training individuals if the work to be performed is strictly controlled, without confidence or discretion. The training should be matched by the reality of the jobs of workers, otherwise is likely to become frustrated. Furthermore, Beardwell and Thompson (2017, p. 219) affirm that training prompts to change,

whether positive or negative, for the trainee. It can be approximately effectively accomplished, and it could be more effective when it is attentive.

2.1.2 Development as a Concept

According to Beardwell and Thompson (2017, p. 219) development, being individual or organisation, is a method of becoming progressively complicated, more elaborated and differentiated due to learning and consolidate knowledge. Besides, development has a long-term time orientation and concentrates on recognising an individual's capabilities for future positions Malik (2018, p.102). Noe et al. (2008) describe the concept of development as the obtaining of competencies, behaviours, and knowledge, that boost workers' abilities to deal with changes in job, client and customer requirements. Armstrong (2009, p. 665) has a similar view and mention that development is concerned with guaranteeing that an individual's ability and potential are grown and acquired through the provision of training experiences or self-managed learning. It is a process that allows people to advance from a present state of comprehension and ability to a future state in which knowledge and high-level skills are required.

2.1.3 The Difference Between Training and Developing

According to Mondy and Martocchio (2016), Training and Development (T&D) is one of the most formulated HR functions as it might enhance an individual's aptitude and organisational performance. Therefore, its importance is vital to the improvement of employees and businesses. Furthermore, T&D programs can be aligned with firms' individuals with their business strategies Mondy and Martocchio (2016). On the one hand, training is a systematic application of formal levels to convey knowledge and support employees to acquire the needed skills to perform their jobs competently Armstrong and Taylor (2014). Besides, training may contribute to transmitting the necessary knowledge of the learners' lacking skills in their

current roles Mondy and Martocchio (2016). Therefore, training is more concentrated in short or medium-term learning.

On the other hand, development is the gain or recognition of an individual's capability and potential through the provision of learning and informational experiences (Armstrong and Taylor, 2014). Additionally, it involves learning more as long-term Mondy and Martocchio (2016). Wilkinson, Redman and Dundon (2017, p.146) highlight that one of the principal advantages of T&D is that it may improve the skills foundation, qualify employees with knowledge and change their behaviour at work. Adequate T&D has the power of significantly changing lives. It can prepare individuals for more attractive, challenging, and better-paid work. However, T&D do not always and entirely lead to positive actions, and it means that not all T&D are integrated into practice. Prior to approval, it is needed to analyse what is involved in specific training processes, the significance it has on people, and the way it is linked to the job. Additionally, Armstrong (2009, p. 665) complements that learning is a constant process that individuals acquire and develop improved knowledge, skills, capabilities, behaviours, and attitudes in which includes T&D.

2.1.4 Leadership Training

Historically, leadership training has been utilised to prepare collaborators for their positions, the programs designed activities to develop an individual or group's ability to perform business-like skills that assist the progress of adequate leadership. The delivered training generally occurs in training days, workshops, and seminars (Hernandez and Smith, 2019). Leadership training is typically concentrated on developing the collective competency of organisational members to engage adequately in leadership positions and processes. Roles refer to both formal and informal expert positions, and processes represent those that help further successful group and organisational performance (Day, 2000). Moreover, the growing interest in leadership development commences from the belief that leadership training makes a

difference to a business (Lawal et al., 2016). According to (Stiehl et al., 2015) leadership training is an organisation extra-occupational program to develop managerial and leadership competencies. Generally, the members came from different industries and companies, and they are required to already hold a leadership position before beginning the training. The program modules involve self-management, communication, team leadership, accounting, and conflict management. Leadership training tends to focus on the development and performance of leadership skills with the implicit comprehension that the position is permanent, or the appointment is formalised (Farrell, 2016).

Furthermore, (Holt et al., 2018b) states that as baby boomers reach their retirement age, it is crucial that organisations effectively train recent leaders to progress into leadership positions departed by their retirees. In response to leadership programs becoming more prevalent, organisations must assure that their programs are adequate in producing the desired results (Purdy, 2016). To ensure it, companies must enhance the skilful readiness of their workers to guarantee that their training raise improve and prompt leaders' skills and abilities (Avolio and Hannah, 2008) as cited by (Purdy, 2016). This research provided to the literature by identifying the vital elements to be addressed by leadership programs before individuals undertaking leadership positions. Thus, leadership training became an essential and strategic element of the development of plans for managers in firms. Leadership training programs support managers to develop general and emotional intelligence and prepare them with tools to guide teams more efficiently (Siengthai, 2015).

Additionally, leadership development training symbolises an essential solution for unlocking the latent creative potential of works and aid to prepare them with the required skills and knowledge to meet the actual and future needs of an organisation. There is a study which is associated to the leader's development and training who states that sometimes top managers do not recognise leadership, management, and training very actively when asked to

acknowledge the future HR challenges. Even if they did, the ideas of leadership were frequently still traditional and individual-focused as only a few participants related it to business needs. Managers and top-level management want ideas of heroic leadership and training (Viitala et al., 2017).

According to (Lacerenza et al., 2017), it is essential to discuss the difference between managerial training and leadership development programs. Managerial training and development have been explained as the process by which people obtain many competences and awareness that rises their effectiveness in several ways, which include leading and leadership, organising, guiding, and influencing others (Klein and Ziegert, 2004). The aim of a managerial training or development program includes teaching or boosting managerial skills to improve job performance (Goldstein, 1980) as cited by (Lacerenza et al., 2017). Although in theory, there might be a difference between managerial training and leadership training, these concepts are often utilised correspondently for the present examination, and managerial training programs are incorporated within the investigation of leadership training programs. Besides, executive coaching programs are also included in this study because these programs assist executives, who are leaders in which can be LMs as well. Executive coaching programs consist of learning particular competences or attitudes (Witherspoon and White, 1996) as cited by (Lacerenza et al., 2017), which is compatible with the definition of leadership training.

In conclusion, this research includes managerial, executive, and leadership development programs within the definition of leadership training because it may cover all aspects of the cited definitions.

2.2 Line Managers

LMs are characterised as being the closest person to the operating employees, and they are seen as influential in implementing HR practices (Mosson et al., 2018). As LMs fluctuate between

different roles and responsibilities in organisations, they play a supporting role towards their subordinates, such as a leader, coach, or mentor to guarantee the tasks and objectives are being fulfilled (Cafferkey et al., 2019). Due to the LMs function involving HR practices implementation, HR practices such as PM and T&D might have considerable variety across departments within organisations (Pak and Kim, 2016 and Sikora et al., 2015). Additionally, LMs are regularly the primary reference to workers' direct experiences with an organisation's HR practice. However, their pivotal role in the process of delivering HR practices is generally neglected (Kehoe and Han, 2020). Fundamentally, the function of the LMs is frequently stated as vital to the development of employees and teams in the literature on workplace learning (Campbell and Evans, 2016), as "it is the supervisor as a facilitator who provides the link between individual and organisational learning" (Macneil, 2001).

2.2.1 Training and Developing for Line Managers

LMs have met cumulative obligations because of organisational variations and their expected changing role throughout the organisation (Holmberg et al., 2016) as cited by (Holt et al., 2018a). Leadership is a critical ability that LMs should sharpen in order to encourage, support people to work more productively as well as cooperate in their development through feedback, coaching, or training (Mintzberg, 2009) as cited by (Ellström and Ellström, 2018). Nonetheless, experienced leaders regularly absent in companies (Rothwell, 2010) as cited by (Holt et al., 2018a). Having scarce leadership competencies have contributed organisations not to succeed (Reeves et al., 2012) as cited by (Holt et al., 2018a). For that reason, numerous companies have acted by implementing leadership programs to hone their workers' competences and thus boost their performance (Day et al., 2014; Avolio et al., 2010) as cited by (Holt et al., 2018a). Yet, leadership training may expand the sense of superiority among participants that could lessen their capability to manage (Bennis, 1999; Sveningsson and Larsson, 2006; Kellerman, 2012) as cited by (Haslam et al., 2017). Leadership skills are competencies that companies care about

and what interests them most is how to broaden leaders as much as possible (Nichols and Cottrell, 2014) as cited by (Holt et al., 2018a). As there are difficulties in getting skilled employees with competencies that are fundamental to proceed in positions of command, leadership development training have occurred with more frequency among companies (Cadrain, 2005; Ortega et al., 2013) as cited by (Holt et al., 2018a). Nevertheless, LMs are seldom prepared to cope with conflict management (Teague and Roche, 2012) as mentioned by (du Plessis and van Niekerk, 2017) and administrating poor performance precisely, (Saundry and Wibberley, 2014) as cited by (du Plessis and van Niekerk, 2017). (Longenecker and Fink, 2017) also emphasises that adequate appraisal education and training is an obligation. It is indispensable that LMs be prepared on how the process operates and be trained in their corresponding positions. LMs require specific skill development in performance planning, participative goal setting, coaching, providing constructive feedback, writing performance reviews, conflict resolution and problem-solving. Nonetheless, it is frequent that LMs receive surprisingly little formal training on how to conduct appraisals adequately. As leadership development programs advance, techniques and methods, such as coaching, mentoring, feedback, training, and work experiences have presented some possibility of enhancing leaders concerning behaviour change (Seidle et al., 2016 and Van Oosten et al., 2019). Furthermore, development programs have implied Emotional Intelligence (EI) as well as executive coaching as pivotal elements (Van Oosten et al., 2019). Moreover, an examination of leadership development reviews highlighted that feasible leadership behaviours could be mastered (Day, 2001; Harless, 1995; Dugan & Komives, 2007, 2010; Hayes & Allinson, 1998; Sims, 1990; Towler, 2003) as cited by (Robinson, 2016) and evolve (Dugan and Komives (2007) as cited by (Robinson, 2016). Nonetheless, very little is confirmed as to how these attitudes are acquired (Robinson, 2016). Individual learning techniques should not be excluded when setting up leadership development programs (Armstrong and Mahmud, 2008; Bitterman, 1989; Brown &

Posner, 2001; Harless, 1995; Hayes and Allison, 1993; Li, Mobley, and Kelly, 2013; Mainemelis, Boyatzis and Kolb, 2002; Van de Sluis and Poell, 2002; Wyrick, 2003) as cited by (McKim and Velez, 2017 and Robinson, 2016). Additionally, individual differences may also be considered to make leaders progress (Noe, 1986; Ree & Teachout, 1995; Ruble & Cosier, 1990; Sims, 1983; Whetton & Cameron, 2002) as cited by (Robinson, 2016).

It is noted that companies allot little time to assess the success of LMs' development training or if it meets the demands of employees and businesses (Collins and Holton, 2004) as cited by (Holt et al., 2018a). Also, it is assumed that that leadership training for LMs can boost both the companies and the individuals' performance they administer (Zhang, 1999) as cited by (Holt et al., 2018a). Moreover, companies have periodically evaluated the impacts of their leaders' training to attain the transformational changes that are desired to prosper (Gilley et al., 2008) as cited by (Purdy, 2016 and Holt et al., 2018). However, academics have emphasised scarcity of models and frameworks respecting the development of leadership skills (Lord and Hall, 2005) as cited by (Seidle et al., 2016). Additionally, there is a complete absence of empirical evidence upholding leadership programs and development initiatives (Lord and Hall, 2005; Yukl, 2009; DeRue, Sitkin, and Podolny, 2011) as cited by (Seidle et al., 2016). As organisational investments in leadership development have progressed 14% in recent years (Meinert, 2014) as cited by (Holt et al., 2018a), participation in leadership programs has broadened the personal as well as professional lives of workers (Purdy, 2016 and Holt et al., 2018a). Accordingly, adequate leadership training is essential to boost critical competencies and behaviours that LMs require (Holt et al., 2018a). Therefore, LMs ought to be well prepared to support their teams to acquire high performance (Vajda, 2019).

It is essential to mention that according to the Chartered Institute of Personnel Development (CIPD, 2013a, p. 10-11), on-the-job training, in-house development programmes and coaching by LMs usually rate as the most productive workplace learning activities over the past five

years. Besides, they also found that compared to one year to the other, the on-the-job training, in-house development programmes and coaching by LMs decline in the inaccuracy of the people management skills efficiency of LMs, in which LMs take on the position identification as a learner facilitator and of a manager (Campbell and Evans, 2016).

This study is focused on determining whether LMs receive the training of evaluating the performance of workers.

2.3 Performance Management

Another HR practice that dramatically contributes to organisations operation is Performance Management (PM). PM is a systematic process that incorporates different HR activities with organisation objectives through performance achievement by workers (Toong, 2019). More precisely, it includes the operation of rating, ranking, and rewarding workers based on assessments Armstrong and Taylor (2014). PM is to develop employees who are competent in their work. When workers do not perform as they should, PM attempts to boost their performance. Accordingly, training is necessary to improve their work (Kaswan & Ahkyadi, 2015) as cited by (Daulay et al., 2018).

Moreover, Malik (2018) replies that the process also includes goal setting, development, reward, appraisal and ongoing coaching and mentoring utilising formal and informal methods, which consists of the use of single and multiple feedback systems, such as 360-degree feedback. PM can be seen as an influent term that adopts how an organisation and those who control the activities within it manage actions to accomplish the organisation's goals Beardwell and Thompson (2017, p.430). Generally, PM is a holistic process including to determine firstly, the performance expectations of a position. It should be followed by setting and planning an individual's goals, providing the individual with T&D assistance when needed, observe their progress and giving ongoing feedback through formal and informal mechanisms concerning

their current performance against the expected one. PM in the HR language consists of many elements that can assist in the improvement of the performance of a method Malik (2018, p.). Aguinis and Pierce (2008, p.139) state a valuable definition of PM, saying that its essence is identifying, measuring, and developing the performance of individuals and teams and linking their performance with the strategic goals of the firms. Additionally, Mondy and Martocchio (2016) differentiate PM from Performance Appraisal (PA) by describing that PM involves maximising the productivity of employees by assessing and boosting the labour pool while PA is a formal method of reviewing and evaluating individual or team duties performance.

2.3.1 Challenges for Line Managers regarding Performance Management

PM depends on an extensive set of Human Resource Management (HRM) practices that are outlined to enhance the performance of employees and by that the performance of the organisation as well (DeNisi and Smith, 2017). LMs are required to apply PM practices during a repetitive cycle of planning, monitoring, and evaluating the performance of employees Aguinis (2014, p. 234). Given this, LMs play a crucial role as they are assigned to accomplish various PM actions, goal-setting and to give feedback on the performance, for example (Kinicki et al., 2013). Also, LMs have been noticed as an influential bellwether on the implementation of PM practices as they regularly are who employ the application of alteration in workplaces (Birken et al., 2012; Aarons et al., 2015) as cited by (Mosson et al., 2018). Yet, LMs frequently experience difficulties in implementing PM practices, which has been combined with individual aspects, such as the lack of knowledge, management of their teams and leadership competencies (Saundry et al., 2015; Evans, 2017 and Mosson et al., 2018). Indeed, LMs have experienced fluctuations in their positions in organisations, and a challenge is met concerning how they utilise their HR abilities to secure that individuals acknowledge them duly (Farzaneh et al., 2014) as cited by (Cafferkey et al., 2019). HR skills assist LMs in dealing with changeableness concerning their people management accountabilities (Gilbert, 2012) as cited

by (Op de Beeck et al., 2018), such as performance review practices, appraisal, as well as the administering of poor performance (Dunn and Wilkinson, 2002; Newsome et al., 2013) as cited by (Op de Beeck et al., 2018).

Undoubtedly, the application of PM practices has been seen as harsh (Latham and Locke, 2006; Dewettinck, 2008) as cited by (Dewettinck and Vroonen, 2017). Workers might comprehend PM practices different from what the HR department presented (Purcell and Hutchinson, 2007; Biron et al., 2011) as cited by (Dewettinck and Vroonen, 2017). LMs may initiate the motive for the inconsistency in assimilating those practices by individuals. They are usually the leading apt to handle PM practices (Purcell & Hutchinson, 2007) as cited by (Dewettinck and Vroonen, 2017). As LMs and their people very close to each other in the workplace, LMs can promote the disbelieve of workers as well as contribute to employees' perceptions of the PM practices in the way that their attitudes, behaviour, and performance towards firms more than top management or HR management (Gilbert et al., 2015; Dewettinck; Vroonen, 2017 and Vajda, 2019). The scarcity of the idea that somehow donate time to PM practices may not result in any outcome by LMs and can bias individuals' attitudes among PM (Vajda, 2019). Therefore, PM practices effectiveness depends very much on the acceptance and comprehended of these practices by the LMs (Dewettinck and Vroonen, 2017).

Additionally, (Van Waeyenberg and Decramer, 2018) recommended that firstly, LMs should have the required knowledge and skills, such as the capability to understand, how an employee's performance is supposed to be appraised, for example. Secondly, LMs ought to be determined to follow the organisation's culture of PM, such as motivation. Thirdly, LMs should experience adequate opportunities to fulfil their PM obligations. Thus, it implies that their duty in implementing PM systems must be in harmony with their other daily basis operations responsibilities.

As LMs lack of opportunities given regarding PM systems due to their multiple accountabilities and the fact that there is an indication they should know how to assess the performance of workers, this study is focused on determining whether LMs receive trained to evaluate individuals performance or not.

The following section presents the awareness and understanding of methodology aspects as well as the methods utilised for data analysis and collection in this study.

3. RESEARCH METHODOLOGY AND METHODS

3.1 Research Philosophy

According to Saunders and Lewis (2018, p. 106), the concept of research philosophy involves a method of beliefs and suppositions about the development and nature of awareness. In other words, developing information in a specific area. In summary, the definition research philosophy is related to the development of consciousness and the nature of that awareness concerning studies. Furthermore, five research philosophies were defined by the same author mentioned above, which are Positivism, Critical Realism, Interpretivism, Postmodernism, and Pragmatism. Positivism is a “research philosophy similar to those used in the physical and natural sciences. Highly structured methods are employed to facilitate replication, resulting in law-like generalisations” Saunders and Lewis (2018, p. 107). Critical realism is “a philosophy which focuses on explaining what we see and experience with the emphasis on understanding the underlying structures of reality that shape the observable events” Saunders and Lewis (2018, p. 108). Interpretivism is “a philosophy which advocates the necessity to understand differences between humans in their role as social actors” Saunders and Lewis (2018, p. 109). Postmodernism is “a philosophy which emphasises the role of language and power relations that seeks to challenge accepted ways of thinking and give voice to alternative views” Saunders and Lewis (2018, p. 110). Finally, pragmatism is “a philosophy which argues that the most important determinant of the research design adopted is the research question(s) and objectives, the aim often being to contribute practical solutions” Saunders and Lewis (2018, p. 111).

Generally, the philosophical approaches in the literature present a considerable debate around the difference between Positivism, Critical Realism, Interpretivism, Postmodernism, and

Pragmatism. It means that there is no agreement. Therefore, the choice made by the researcher is based on what they thought is more appropriate for this study.

For this study, a positivism philosophy was selected as it is related to the reflective viewpoint of the natural scientist in which it studies apparent social realities, such as organisations and managers to generate terminology generalisations. This philosophy assures explicit, accurate information using procedures to produce precise and impartial data as well as facts by human understanding or bias. Adopting positivism philosophy hypotheses might be tested, which can be confirmed or refuted, leading to the further development of theory. Having said that, it does not necessarily mean that a positivist philosophy has to begin with the existing approach. The hypotheses can be developed in a way that it would lead to the gathering of facts, rather than perceptions Saunders and Lewis (2018, p. 107 and 108).

Additionally, it is essential to try the remaining impartial and aloof from the research data to avoid affecting the findings. Positivists declare to be external to the process of collecting data as there is little that can be done to alternate the substance of the gathered data. The emphasis in the positivism philosophy is on quantifiable data that contribute to statistical analysis Saunders and Lewis (2018, p. 107 and 108).

Thus, as Positivism is based on the presumption that awareness is only actual if it is empirical, and as this research is observable and measurable quantitatively, the study in question is considered factual.

3.2 Research Approach to Theory Development

According to Saunders and Lewis (2018, p. 111), there are three different approaches to theory development to be considered, deduction, induction, and abduction. However, firstly, it is crucial to define the theory. The term theory is predominantly characterised as a clarification of the correlation between two or more conceptions or variables. The function of theory will

dominate the study, as all researches will require linking the theory with the findings in some way. The linkage will possibly be to an existing theory demonstrated in the literature review to the purpose of the research topic.

The theory development approaches defined by Saunders and Lewis (2018, p. 112 and 113) are deduction, which is “a research approach which involves the testing of a theoretical proposition by using a research strategy specifically designed to collect data for its testing”. While induction is explained as “a research approach which involves the building of theory from analysing data already collected”. Finally, abduction is seen as an approach in which involves “the collection of data to explore a phenomenon, identify themes and explain patterns to generate a new or modify an existing theory which is subsequently tested”.

For this study, a deduction approach was chosen as this idea includes the testing of a theoretical proposition by utilising a research strategy created to accomplish this analysis. Furthermore, as explained by the same author, there are five subsequent levels in deductive research. They are: “defining research questions from the general theory that exists”; operationalising the research questions in a form that allows by specifying the way that the questions might be answered; “collecting data to answer the operationalised questions or test the hypotheses”; examine the collected data to ascertain if it justifies the existing general theory or indicates the necessity of adjustment; “confirming the initial general theory or modifying it if the findings do not confirm the existing general theory”.

Moreover, according to Saunders and Lewis (2018, p. 112), the deductive approach has essential characteristics. These characteristics include to demonstrate the original correlation between variables, to be coherent about what forms an error and differentiate it between the inaccuracies, the necessity to gather and examine the data to respond the research questions, and to analyse whether or not the existing theory is proved. The last characteristic is the

adoption of a structured methodology to promote natural replications, which it is imperative to obtain reliability.

Thus, this study is considered deductive as it involves the examination of a theoretical proposition by utilising a research strategy outlined explicitly to the collection of the data for the aim of its analysis.

3.3 Research Design

Concerning primary data types, there are what it is called quantitative, qualitative and mixed methods. Quantitative is designed to determine the relationships between variables, which are numeric calculated and analysed using a variety of statistical and graphical techniques. Quantitative research frequently combines controls to guarantee data validity, such as in an experimental design. As data are collected to establish the standard size and quality manner, it is crucial to ascertain that questions are expressed evidently. Thus, they can be comprehended by each participant identically. The quantitative design broadly utilises probability sampling techniques to guarantee external validity Saunders, Lewis, and Thornhill (2019, p.178).

On the other hand, Saunders, Lewis and Thornhill (2019, p.179) state that a qualitative approach takes into consideration discovery, appreciation as well as the subjectivity of the subject's view of what is studied. Research themes are intentionally chosen by characterisation or ease of contact. Moreover, the data is gathered through little structured techniques and treated based on interpretative analysis, and the results are not generalised. In its turn, mixed methods integrate qualitative and quantitative, which can be used to reduce weaknesses combined with only one purpose, as well as to cater the capacity of a more valuable approach to collected, analysed, and interpreted data Saunders, Lewis and Thornhill (2019, p.180).

Therefore, this research was classified as quantitative due to its aim of determining the correlation between variables, which was numeric measured and analysed by a statistical method and graphical presentations.

Additionally, another designated design for this research is cross-sectional. According to Easterby-Smith (2012, p.47), cross-sectional studies frequently include the selection of different organisations or units in distinctive contexts, which examines how other determinants vary across these groups. Similarly, Collis and Hussey (2009, p.48) define cross-sectional studies “as being designed to obtain information on variables in different contexts, but at the same time”. Usually, different groups or companies are chosen and then, a study is carried out to analyse how determinants differ. The data are mostly gathered from diversified groups of people in the same period. Saunders and Lewis (2018, p.130) complement the thoughts saying that a cross-sectional study might also utilise qualitative methods via interviews conducted, either as one data collection method or as a mixed method.

Therefore, as LMs were sampled from different countries, Ireland and Brazil, a cross-sectional design is also another element considered in this study.

3.4 Research Strategy

Broadly speaking, the concept of strategy is defined as being a plan of action to reach a goal. Thus, a research strategy might be described as a plan of how researchers will go about responding to their research question. Fundamentally, it is the methodological connection between philosophy and consequent choice of methods to gather and analyse data Denzin and Lincoln (2018, p.189).

Moreover, it is outlined by Saunders and Thornhill (2019, p.189 and 190) that research strategies are mainly associated with quantitative, qualitative, and mixed methods research designs, respectively. Specific research strategies might be linked with distinctive research

philosophy, and a deductive, inductive, or abductive approach as well. However, it is recognised by the same author that there are frequently open boundaries between research philosophies, research approaches and research strategies. Similarly, a specific research strategy ought not to be innately superior or inferior to any other. Therefore, it is believed that the most important is not to link research elements to attempt to be methodologically detached. For them, the crucial part is to decide which research strategy achieves a reasonable level of agreement throughout the chosen research design and in which will allow the researcher to respond their research questions and meet their objectives.

For this study, it was chosen as strategy research the survey method due to its involvement of structured gather of data from a sizeable population. The data collection might take the design of questionnaires or structured interviews. However, for the most part, is used as a questionnaire. Additionally, the survey strategy is popular in business and management research Saunders, M. and Lewis, P. (2018, p.120).

Nevertheless, Greenfield and Greener (2016, p.202), highlights that survey research and questionnaire research are different, and even though questionnaires are often used in surveys, there is not necessarily a correlation between them. According to the same author, there are also two distinctive features of surveys, the method of data analysis and the form of data. Neither of these characteristics demands questionnaire-based data collection, in-depth interviews, observation, content analysis, which the last can also be adopted in survey research.

Furthermore, data collection plays a significant role in the statistical analysis. In research, there are different methods of gathering data, which falls within two predominant categories, primary and secondary data. Primary data are information that it is collected, analysed, and interpreted for specific purposes, such as the results of a questionnaire, designed by a researcher for their

research purpose. Excellent quality of primary data is related to when it is appropriate to the research objective BPP Learning Media (2015, p.4).

On the other hand, secondary data is facts that have initially been collected by other people, but it is also considered to be relevant to the researcher study. Secondary data can be of good quality as long as the researcher understands that it might not delivery the real facts, could be biased and may not be precisely applicable for the purpose of the study in question BPP Learning Media (2015, p.4).

This study was regarded to fit primary data analysis due to the fact that the information was gathered with the use of online questionnaires.

3.5 Area of Study

This research was carried out between line managers in Ireland and Brazil in order to determine the principal aim and answer the research questions of this study.

3.6 Research Population

The research target population consists of LMs working in Ireland and Brazil. Furthermore, this study recruited participants who were available and willing to respond to the online questionnaire of the data collection time designated by the researcher.

3.6.1 Sampling

Saunders and Lewis (2018, p.140 and 141) state that the manner a sample is chosen depends on the research questions being answered, if the total population is known, and if researchers can get a list of the whole quantity of participants. From that, it is defined sampling, which is a “complete list of all members of the population”.

Furthermore, according to the same author, there are two main sampling techniques, probability, and non-probability sampling. On the one hand, probability sampling is defined as being an assortment of sampling techniques for selecting a sample at random. Thus, the sample

is commonly attributed to a representative of the population. On the other hand, non-probability sampling is defined as “a variety of sampling techniques for selecting a sample when you do not have a complete list of the population”. As the researcher does not have a complete list of the population, they are not able to select their sample from the population at random. It means that elements of a sample are chosen on purpose with decisions and reasons being uppermost as well as it gives no room of estimating the probability of essential features included in the sample, which in the probability sampling does not occur Saunders and Lewis (2018, p.141).

In this study, participants were recruited by social media, and an online questionnaire was sent in order to reach at least 120 LMs working in Ireland and Brazil, which was given a total of 103 responses, 45 working in Ireland and 58 working in Brazil. Therefore, this research utilised a convenient sampling technique which is called non- probability sampling. The reason for that was based on their willing as well as availability in participating in this research. It is noteworthy to mention that convenience sampling has the benefit of being suitable and agile. Nonetheless, it was not possible to determine the population from the sample was delineated, which affected the external validity of this study.

3.7 Selection Criteria

Participants of this research were designated based on the following criteria:

3.7.1 Inclusion Criteria

Line managers who work in Brazil and Ireland.

3.7.2 Exclusion Criteria

Line Managers working in Brazil and Ireland who were not willing to consent with their data being collected for academic purposes.

3.8 Instruments for Data Collection

According to Saunders and Lewis (2018, p.121), utilising a survey strategy, the method for collecting data is usually questionnaires. The questionnaire consists of comprises a set of

consistent questions. It might be completed by a participant or an interviewer personally, in a virtual situation or by telephone. The questions give the possibility of comparing responses across different times or locations. Additionally, Collis and Hussey (2009, p.161) differentiate pre-coded and open questionnaires. The pre-coded questionnaires have all types of questions except the open ones while open questionnaires can have open questions to respondents make responses with their thoughts.

For this research, an online questionnaire was created as an instrument of data collection, and the questions were carefully designed according to research questions and variables. Moreover, the online questionnaire was sent in order to reach at least 120 LMs working in Ireland and Brazil, which was given a total of 103 responses. Participants found the online questionnaire accessible and rapid to respond.

The online questionnaire, which was designed for LMs working in Brazil and Ireland (see more details in appendix 2), contained 16 questions and was developed in three sections. The first section consists of five questions in which evaluated demographic characteristics of LMs working in Ireland and Brazil. In comparison, the second comprises of seven questions including multiple-choice, linear scale, and drop-down questions, which directly addressed the research question and the variable “Training and Developing for Line Managers”. The last section consists of four questions involving multiple-choice and one open question, which was not mandatory, and was assessed the variable “Challenges for Line Managers regarding Performance Management”.

3.9 Ethical Consideration

As this research involved collecting human data, the researcher of this study ascertained to be in line with the General Data Protection Regulation (GDPR).

Thus, to contact LMs working in Ireland and Brazil in a non-coercive way, the researcher reached them through her network by LinkedIn. Interested participants were informed with relevant information about this study, and a piece of inform consent information was presented at the beginning of the online questionnaire. LMs communication was mostly via social media in which required them to take action to proceed to answer the online questionnaire or not. It represented the consent from each participant in which implicit coercion was most minimised.

Prior to the data collected, LMs who implied an interest in cooperating with this research, detailed information and the inform consent was demonstrated before initiating the questionnaire (see more details in appendix 1). The inform consent was written and sent together with the online questionnaire to certify their understanding of the knowledge and consent to participate before participants began answering it willingly. After that, an online questionnaire was presented to discover relevant information about demographic variables, T&D for Line Managers, Challenges for Line Managers regarding PM, which was applied to LMs.

While gathering and analysing data, the researcher ensured that the right to privacy, which included anonymity and confidentiality, and the confidentiality of the data provided by participants, were also protected. Therefore, an anonymising questionnaire data was collected by a software platform Google Forms, that featured disabled IP and email tracking. Additionally, it did not include any components of personal information in the questionnaire that required participants to share their name, address, date of birth, or contact details, for example. Nonetheless, as it was a survey in which the sampling is LMs working in Ireland and Brazil, information such as country of work, gender, age-range, level of education, and the number of years working as a line manager was mandatory. The participants of this study were also informed that they could finalise the questionnaire at any time without penalty.

Moreover, to store and destroy the data appropriately, the online questionnaire data was stored electronically under password protection. The password was not shared with anyone else. All collected information was deleted upon graduating from the researcher.

It is essential to mention that the researcher did not possess any financial or non-financial investment in the outcomes of this study, nor was she associated with someone who could have a financial or non-financial involvement in the results. Therefore, there was not any conflict of interest to inform. This study also did not involve any non-disclosure agreement with a business, organisation, or entity.

3.10 Procedures for Data Collection

An online questionnaire was posted virtually to get responses from LMs working in Ireland and Brazil. In line with GDPR, the research aim, along with informed consent, was described at the beginning of the questionnaire. LMs were then allowed to read through it and decide if they consent with their data being collected for academic purposes. By authorising it, their demographics characteristics were initially evaluated, subsequently filling the second and third sections as described in the instruments for the data collection section.

3.11 Data Analysis Method

According to Saunders and Lewis (2018, p.116), descriptive studies try to generate the representation of people, events, or situations precisely. It is noted that it requires responses than can be quantified. The answers include the collection of measurable, quantitative data. Thus, the methods of data collection commonly utilised for descriptive research are questionnaires, structured interviews, observation, and reanalysis of secondary data. Saunders, Lewis, and Thornhill (2019, p.568) complement calling descriptive data as nominal data as well. Descriptive data calculate the numbers of incidents in each type of variable. The analyses of the categories should be precise and individual. In other words, having one characteristic.

Although this data is simply considered descriptive, it is possible to calculate it to determine if cases are equally spread between categories.

Therefore, the collected data of this research was examined using descriptive data analysis. Descriptive analysis is applied to convey the elementary aspects of the research data. The elemental characteristics demonstrate a coherent analysis of the sampling as well as the measures. Besides, the presentation of relevant graphical reports allows the format to be in most quantitative analyses. Thus, in this research, charts, graphs, frequencies, and percentages, were utilised to demonstrate the quantitative analysis of the data.

Overall, the experience of the data collection for this study was considered easily achievable as it was advanced planned primarily to address any logistical challenges that would come. For that, an online questionnaire was sent and lasted three weeks to gather the necessary data from line managers working in Brazil and Ireland. The researcher took advantage of social media to find the most appropriate time to approach the respondents, which was considered to avoid inconvenience for reaching respondents within of their work time, for example. As the researcher did not have a considerable network in Ireland, the respondents for this specific public was less than in Brazil, what corresponded 45 for Ireland and 58 for Brazil, given the total of 103 respondents. Thus, the next chapter describes the collected data of this research, which intends to respond to the research questions presented in the introduction of this study.

The following section conveys the results of the gathered data which was collected via an online questionnaire.

4. RESULTS

The research data was gathered from line managers working in Ireland and Brazil, given a total of 103, respondents who volunteered to take part in this study, which was 45 working in Ireland and 58 working in Brazil. Thus, it was an outright presentation of the collected results from each participant and question, who represented line managers working in Ireland and Brazil. Besides, the section demonstrated the generated responses together, line managers working in Ireland and Brazil in order to make meaningful comparisons.

TABLE 4.1: Demographic characteristics of line managers working in Ireland and Brazil

Variable		Frequency	Percentage	Variable		Frequency	Percentage
Country of Work	Ireland	45	43.7%	Country of Work	Brazil	58	56.3%
Gender	Female	20	44.4%	Gender	Female	26	44.8%
	Male	25	55.6%		Male	32	55.2%
Age	18 - 25	0	0.0%	Age	18 - 25	1	1.7%
	26 - 30	2	4.4%		26 - 30	8	13.8%
	31 - 40	37	82.2%		31 - 40	32	55.2%
	41 - 50	6	13.4%		41 - 50	14	24.1%
	>50	0	0.0%		>50	3	5.2%
Level of Education	High School	0	0.0%	Level of Education	High School	1	1.7%
	Bachelor	16	35.6%		Bachelor	11	19.0%
	Masters	28	62.2%		Masters	46	79.3%
	PhD	1	2.2%		PhD	0	0.0%
Years Working as a Line Manager	<5 years	28	62.2%	Years Working as a Line Manager	<5 years	24	41.4%
	5 - 10 years	9	20.0%		5 - 10 years	24	41.4%
	11 - 15 years	8	17.8%		11 - 15 years	4	6.9%
	>15 years	0	0.0%		>15 years	6	10.3%

Above, the table illustrates the demographic characteristics of line managers working in Ireland and Brazil responses, in which 43.7% (45) represents line managers working in Ireland and 56.3% (58) demonstrates line managers respondents working in Brazil. Besides, 44.4% (20) of the line managers respondents working in Ireland were female, and 55.6% (25) were male whereas in Brazil 44.8% (26) were female and 55.2% (32) were male. Furthermore, 82.2% (37) of line managers working in Ireland were within the age range of 31-40 years, 13.4% (6) within

the age range of 41-50, and 4.4% (2) within the age range of 26-30. In comparison, 55.2% (32) of line managers respondents working in Brazil were within the age range of 31-40 years, 24.1% (14) within the age range of 41-50 years, 13.8% (8) within the age range of 26-30 years, and 1.7% (1) within the age range of 18-25 years. Concerning the level of education, 62.2% (28) of line managers working in Ireland has a master's degree, 35.6% (16) has a bachelor's degree, and 2.2% (1) has a PhD degree whilst 79.3% (46) of line managers working in Brazil has a master's degree, 19% (11) has a bachelor's degree, and 1.7% (1) has completed a high school degree. Ultimately, 62.2% (28) has been working as a line manager in Ireland for less than five years, 20% (9) between 5-10 years, and 17.8% (8) between 11-15 years while 41.4% (24) have been working as a line manager in Brazil for less than five years, the same percentage and frequency between 5-10 years, 6.9% (4) between 11-15 years, and 10.3% (6) greater than fifteen years, respectively.

TABLE 4.2: Responses to essential training to be a line manager working in Ireland and Brazil

Variable	Ireland (45)		Brazil (58)		
	Frequency	Percentage	Frequency	Percentage	
Do you agree that being trained to be a line manager is essential?	Strongly Disagree	0	0%	0	0%
	Disagree	0	0%	0	0%
	Neither Agree nor Disagree	2	4.4%	2	3.4%
	Agree	14	31.1%	12	20.7%
	Strongly Agree	29	64.4%	44	75.9%

The table above shows the essential training responds from line managers working in Ireland and Brazil. For this purpose, 64.4% (29) of line managers respondents working in Ireland strongly agreed that to be trained as a line manager is essential, 31.1% (14) agreed, and 4.4% (1) neither agreed nor disagreed. In comparison, 75.9% (44) of line managers working in Brazil strongly agreed that to be trained as a line manager is essential, 20.7% (12) agreed, and 3.4% (2) neither agreed nor disagreed.

TABLE 4.3: Responses of being trained to manage line managers' employees working in Ireland and Brazil

Variable		Ireland (45)		Brazil (58)	
		Frequency	Percentage	Frequency	Percentage
Are you being trained to manage your subordinates?	Yes	24	53.3%	39	67.2%
	No	21	46.7%	19	32.8%

The table above presents the line managers respondents working in Ireland and Brazil concerning being trained to manage their employees. For this purpose, 53.3% (24) of line managers respondents working in Ireland answered yes, and 46.7% (21) said no. In comparison, 67.2% (39) of line managers respondents working in Brazil responded yes, and 32.8% (19) replied no.

TABLE 4.4: Responses of the belief that training line managers working in Ireland and Brazil can contribute to their daily operations duties

Variable		Ireland (45)		Brazil (58)	
		Frequency	Percentage	Frequency	Percentage
Do you believe that training you as a line manager can contribute to your daily basis operations duties?	Strongly Disbelieve	0	0%	0	0%
	Disbelieve	0	0%	0	0%
	Neither Believe nor Disbelieve	1	2.2%	2	3.4%
	Believe	3	6.7%	12	20.7%
	Strongly Believe	41	91.1%	44	75.9%

The table above demonstrates the line managers respondents working in Ireland and Brazil regarding the belief that training them can contribute to their daily operations duties. For this purpose, 91.1% (41) of line managers respondents working in Ireland strongly believed that training them can contribute to their daily operations duties, 6.7% (3) believed, and 2.2% (1) neither believed nor believed. In comparison, 75.9% (44) of line managers working in Brazil strongly believed that training them can contribute to their daily operations duties, 20.7% (12) believed, and 3.4% (2) neither believed nor disbelieved.

TABLE 4.5: Responses of the agreement that training line managers working in Ireland and Brazil can contribute to managing their employees

Variable	Ireland (45)		Brazil (58)		
	Frequency	Percentage	Frequency	Percentage	
Do you agree that training you as a line manager can contribute to managing your subordinates?	Strongly Disagree	0	0%	0	0%
	Disagree	0	0%	0	0%
	Neither Agree nor Disagree	1	2.2%	1	1.7%
	Agree	14	31.1%	17	29.3%
	Strongly Agree	30	66.7%	40	69.0%

The table above reveals the agreement that training line managers who work in Ireland and Brazil can contribute to managing their employees. For this purpose, 66.7% (30) of line managers respondents working in Ireland strongly agreed that training them can contribute to managing their subordinates, 31.1% (14) agreed, and 2.2% (1) neither agreed nor disagreed. In comparison, 69% (40) of line managers working in Brazil strongly agreed that training them can contribute to managing their subordinates, 29.3% (17) agreed, and 1.7% (1) neither agreed nor disagreed.

TABLE 4.6: Responses of receiving leadership training for line managers working in Ireland and Brazil

Variable	Ireland (45)		Brazil (58)		
	Frequency	Percentage	Frequency	Percentage	
Do you receive any Leadership Training?	Yes	26	53.3%	49	84.5%
	No	19	46.7%	9	15.5%

The table above shows the line managers respondents working in Ireland and Brazil concerning obtaining leadership training. For this purpose, 53.3% (26) of line managers respondents working in Ireland answered yes, and 46.7% (19) said no. In comparison, 84.5% (49) of line managers respondents working in Brazil responded yes, and 15.5% (9) replied no.

TABLE 4.7: Responses of the relevance of the leadership training obtained by line managers working in Ireland and Brazil

Variable	Ireland (19)		Brazil (49)		
	Frequency	Percentage	Frequency	Percentage	
Is the training relevant to all your needs as a line manager in the daily basis operations duties?	Very Irrelevant	0	0%	0	0%
	Irrelevant	0	0%	0	0%
	Neither Relevant nor Irrelevant	1	5.3%	3	6.1%
	Relevant	15	78.9%	24	49.0%
	Very Relevant	3	15.8%	22	44.9%

Above, the table demonstrates the responses regarding the relevance of the leadership training to all line managers' working in Ireland and Brazil needs in their daily operations duties, which was given the total of 19 respondents in Ireland and 49 respondents in Brazil. Therefore, 26 line managers responses showed that they did not get any leadership at all while 9 in Brazil. For this purpose, 15.8% (3) of line managers respondents working in Ireland answered very relevant about the relevance of the leadership training to all their needs, 78.9% (15) relevant, and 5.3% (1) neither relevant nor irrelevant. In comparison, 44.9% (22) of line managers working in Brazil replied very relevant about the relevance of the leadership training to all their needs, 49% (24) relevant, and 6.1% (3) neither relevant nor irrelevant.

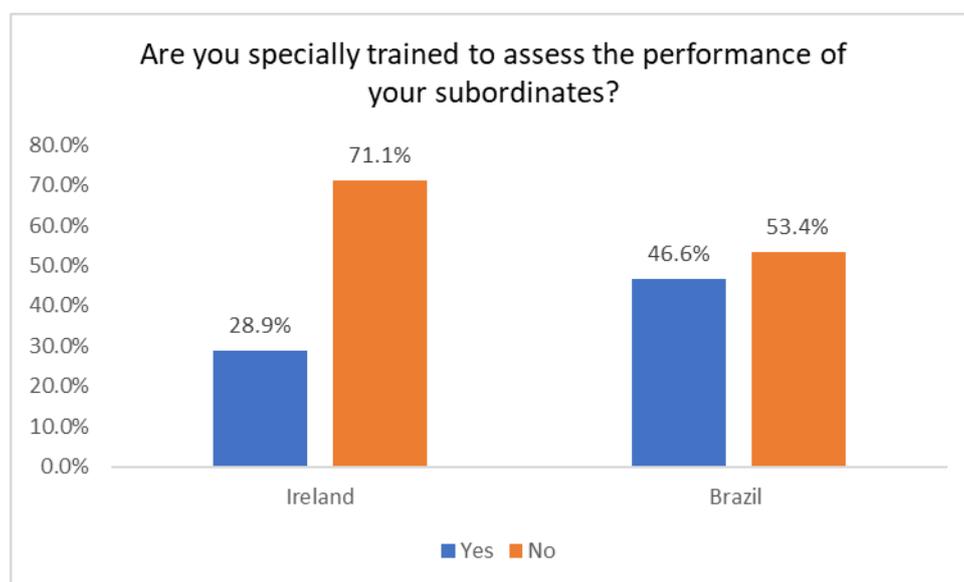


FIGURE 1: Responses of being specially trained to assess the performance of line managers' employees working in Ireland and Brazil

Figure 1 illustrates above the line managers respondents working in Ireland and Brazil regarding being specially trained to appraise the performance of their employees. For this purpose, 71.1.3% (32) of line managers respondents working in Ireland answered no, and 28.9% (13) said yes. In comparison, 53.4% (31) of line managers respondents working in Brazil responded no, and 46.6% (27) replied yes.

TABLE 4.8: Results of it would be more challenging to manage line managers' employees without being trained in Ireland and Brazil

Variable	Ireland (45)		Brazil (58)		
	Frequency	Percentage	Frequency	Percentage	
Do you agree that would be more challenging to manage your subordinates without receiving training to do that?	Strongly Disagree	1	2.2%	1	1.7%
	Disagree	0	0.0%	6	10.3%
	Neither Agree nor Disagree	2	4.4%	1	1.7%
	Agree	10	22.2%	22	37.9%
	Strongly Agree	32	71.2%	28	48.4%

The table above shows the result of agreeing that would be more challenging to manage line managers' employees without being trained to do that in Ireland and Brazil. For this purpose, 71.2.% (32) of line managers respondents working in Ireland strongly agreed that would be more challenging to manage their employees without being trained to do that, 22.2% (10) agreed, and 4.4% (2) neither agreed nor disagreed, and 2.2% (1) strongly disagreed. In comparison, 48.4% (28) of line managers working in Brazil strongly agreed that would be more challenging to manage their employees without being trained to do that, 37.9% (22) agreed, and 1.7% (1) neither agreed nor disagreed, 10.3% (6) disagreed, and 1.7% (1) strongly disagreed.

TABLE 4.9: Results of it would be more challenging to evaluate the performance of line managers' employees without being specifically trained in Ireland and Brazil

Variable	Ireland (45)		Brazil (58)		
	Frequency	Percentage	Frequency	Percentage	
Do you agree that would be more challenging to assess the performance of your subordinates without being specifically training to do that?	Strongly Disagree	1	2.2%	1	1.7%
	Disagree	0	0.0%	5	8.6%
	Neither Agree nor Disagree	2	4.4%	2	3.4%
	Agree	15	33.3%	20	34.5%
	Strongly Agree	27	60.1%	30	51.8%

The table above shows the result of agreeing that would be more challenging to appraise the performance of line managers' employees without being specifically trained to do that in Ireland and Brazil. For this purpose, 60.1% (27) of line managers respondents working in Ireland strongly agreed that would be more challenging to assess the performance of their employees without being specifically trained to do that, 33.3% (15) agreed, 4.4% (2) neither agreed nor disagreed, and 2.2% (1) strongly disagreed. In comparison, 51.8% (30) of line managers working in Brazil strongly agreed that would be more challenging to assess the performance of their employees without being specifically trained to do that 34.5% (20) agreed, and 3.4% (2) neither agreed nor disagreed, 8.6.3% (5) disagreed, and 1.7% (1) strongly disagreed.

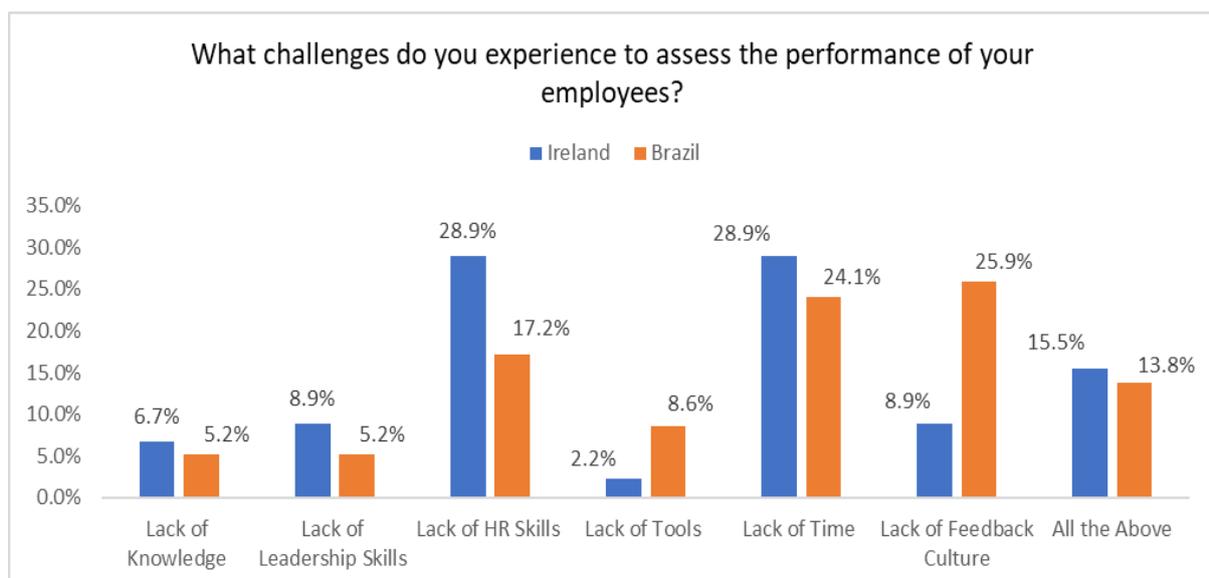


FIGURE 2: Responses of what challenges line managers confront to evaluate the performance of their employees in Ireland and Brazil

The graph above illustrates the line managers respondents for what challenges they face to appraise the performance of their employees in Ireland and Brazil, which represents 45 respondents in Ireland and 58 in Brazil, given the total of 103 respondents. For this purpose, 6.7% (3) of line managers respondents working in Ireland responded that lack of knowledge is the most challenging aspect they experience when appraising their employees' performance, 8.9% (4) said lack of leadership skills, 28.9% (13) lack of HR skills, 2.2% (1) answered lack of tools, 28.9% (13) replied lack of time, 8.9% (4) lack of feedback culture, and 15.5% (7) all the mentioned options. In comparison, 5.2% (3) of line managers respondents working in Brazil responded that lack of knowledge is the most challenging element they experience when evaluating their employees' performance. Besides, 5.2% (3) said lack of leadership skills, 17.2% (10) lack of HR skills, 8.6% (5) answered lack of tools, 24.1% (14) replied lack of time, 25.9% (15) lack of feedback culture, and 13.8% (8) all the mentioned options.

The next question was open and not mandatory. It was asked in order to have some awareness of line managers opinions regarding how the HR/organisation could help them assess the performance of their employees. The total respondents were 7 line managers working in Ireland and 18 line managers working in Brazil, given a total of 25 responses. LM1 indicates response for line managers working in Ireland, LM2 to LM7, respectively. Similarly, response for LM1 to LM18 for line managers working in Brazil.

In your opinion, how could the HR/organisation help line managers evaluate their employees' performance? (Ireland Answers)

LM1: "A company would need an HR department. Mine does not have one. I received my training from the course I took before getting my current position."

LM2: "Creating performance programs to help leaders to appraise the employees to achieve the best results."

LM3: “Training and feedbacks in 360o processes are fundamental to improve performance and team management.”

LM4: “Providing forms to evaluate employees.”

LM5: “Providing training on how to evaluate performance and taking actions to enhance the culture of giving feedback.”

LM6: “Get more involved in the process with managers not only to provide info and tools on request update managers with how-to tips regularly providing solutions and ideas so we could implement the same.”

LM7: “HR really needs to take line managers aside to discuss performance management and how it works in a specific company. I found in my last company there was zero guidance on anything when I became a manager, it was shocking. I think as soon as you become a line manager of people, training is required, so you are aware of 1. The different laws, and two. Company policies etc.”

In your opinion, how could the HR/organisation help line managers evaluate their employees’ performance? (Brazil Answers)

LM1: “Training managers to deal with the generation that is composing the company. Because this is changing, and it is useless to be trained to deal with the baby boom and have a generation Y team.”

LM2: “Define the methodologies so that all managers can apply the same tool in the company. Moreover, train all managers so that they are qualified to do it correctly.”

LM3: “Helping to strengthen the culture, as we are charged for something we do not receive.”

LM4: “I believe it is essential that the HR area offers support and tools to leaders so that they can assess the performance of their employees, training on how to apply feedback in a constructive and structured way. I also believe it is vital that there is training with the teams on the importance of performance evaluation so that they do not feel “judged,” but see this moment

as an opportunity for growth. Another critical point is that HR needs to provide a development plan to employees, it is useless for the leader to evaluate performance if there are no tools to develop what needs to be improved and compensate for what is already being done with excellence.”

LM5: “Place the process in the routines of the entire leadership, from the directors.”

LM6: “Preparing concise evaluations and aligning real and relevant interests for the company and employee in order to legitimise them.”

LM7: “Providing more training and tools.”

LM8: “Introducing managers to systems for evaluating and conducting the relationship between employees so that time is more optimised to carry out the performance evaluation process.”

LM9: “Determining which KPIs are necessary for the development of the team so that from these, the performance evaluation processes are clearer for both managers and those who are led.”

LM10: “With HR tools applied to evaluate performance, culture, organisational climate, training for leadership and periodic feedbacks.”

LM11: “Providing an appropriate tool for people management, with online history of employees and the possibility to monitor development.”

LM12: “The unification of feedbacks and performance evaluations in a single tool would be very beneficial for the process of communication and people management. Leaders today are overwhelmed with inefficient tools that take a long time and that are not usually continuous or bring so many positive results.”

LM13: “Assisting in the creation and standardisation of assessment methods.”

LM14: “Giving us more support in technical leadership training.”

LM15: “Offering training on how to apply feedback.”

LM16: “Training them so they can use all the technical and psychological tools in order to evaluate the least possible error.”

LM17: “Providing training on effective feedbacks and individual assessments of the subjects, as well as providing training on management principles for different area leaders. Example: today in companies we have many leaders who assume this position because they are good in their areas of activity but do not necessarily have training in people management, but in different areas, as is my case. For this type of leadership, it would be interesting to provide training in the field of people management, which ends up being a very complex area.”

LM18: “Creating and presenting meritocracy and equal assessment methodologies. Equipping teams and directing them. Requirements to better get the most out of the team or collaborators.”

The following section correlates the findings demonstrated above with the literature review presented in this study.

5. DISCUSSION

This research displays a descriptive analysis of whether line managers are being trained to appraise the performance of employees in Ireland and Brazil. As LMs multiple accountabilities and the fact that there is an indication they should know how to assess the performance of workers, training is a fundamental element of enhancing their abilities. Nonetheless, some competencies needed by LMs, such as appraising the performance of employees, may not be given to them through training. Therefore, it is inequitable to require such skill if LMs are not ready to execute it correctly.

Essential training to be a line manager working in Ireland and Brazil

It was noted that the majority of the respondents, both line managers working in Ireland and Brazil, recorded that training them to be a line manager is essential. This factor was highlighted by (Holt et al., 2018a), which stated that adequate training is vital to boost necessary competences and behaviours that LMs demand needed to develop. Thus, line managers should be well prepared to empower their employees to achieve high performance (Vajda, 2019). Nevertheless, almost none of the line managers respondents working in Ireland and Brazil had stated that they are neutral regarding the importance of training them to be a line manager. Therefore, getting training or not, makes no difference for them to continue performing their duties, which is not demonstrated in the presented literature review in this study.

Being trained to manage line managers' employees working in Ireland and Brazil

Findings of this research displayed that more than half of the line managers working in Ireland and Brazil respondents had received training to manage their subordinates. This discovery was covered in the literature review by (Day et al., 2014; Avolio et al., 2010) as cited by (Holt et al., 2018a), which documented that numerous companies acknowledged by implementing

leadership training to develop their leaders' skills which consequently boost their performance. However, leadership training can increase the sense of superiority among its participants that in reality decrease their ability to manage their workers (Bennis, 1999; Sveningsson and Larsson, 2006; Kellerman, 2012) as cited by (Haslam et al., 2017). Furthermore, almost half had said that they did not get specific training to manage their teams. This fact was stated by (Rothwell, 2010) as cited by (Holt et al., 2018a) who said that skilled leaders commonly lack in companies because of the absence of specific training. Due to the lack of leadership competencies, organisations had the issue to succeed (Reeves et al., 2012) as cited by (Holt et al., 2018a).

Training line managers working in Ireland and Brazil could contribute to their daily operations duties

The majority of the line managers working in Ireland and Brazil respondents strongly believed that training them can contribute to their daily operations responsibilities. This fact is in line with what the literature review demonstrated by the Chartered Institute of Personnel Development (CIPD, 2013a, p. 10-11), that according to on-the-job, in-house development training and coaching programs by LMs usually classified as the most productive workplace learning activities over the past five years. However, just the minority reported that they neither believe nor disbelieve that training them can contribute to their daily operations functions, which is contrary to what the literature review indicated in this study.

Training line managers working in Ireland and Brazil can contribute to managing their employees

The majority of the line managers working in Ireland and Brazil strongly agreed that training them can contribute to managing their employees. This factor was stated by (Campbell and Evans, 2016) who said that compared to one year to the other, the on-the-job, in-house development, and coaching programmes declines in the error of the people management skills

efficiency of LMs, in which LMs take on the position identification as a learner facilitator and of a manager. However, just the minority reported that they neither agreed nor disagreed that training them can contribute to managing their employees. This finding is opposite to what the literature review discussed in this study.

Leadership training obtained by line managers working in Ireland and Brazil

It was evidenced that more than half of the line managers working in Ireland respondents reported that they had received leadership training. However, almost half also recorded that they did not receive any leadership training in Ireland. In comparison, the majority of the line managers working in Brazil said they did receive leadership training. This fact was mentioned by (Cadrain, 2005; Ortega et al., 2013) as cited by (Holt et al., 2018a), who stated that due to difficulty in getting skilful workers with competencies that are critical to developing in positions of command, leadership training increased among firms. As leadership abilities are competencies that companies care about, how to improve leaders as effectively and efficiently as possible interests them most (Nichols and Cottrell, 2014) as cited by (Holt et al., 2018a). Nevertheless, almost half of line managers working in Ireland recorded that they did not receive any leadership training in Ireland and just the minority of line managers working in Brazil disclosed no for this aspect. This factor was highlighted in the literature review by (Teague and Roche, 2012) as cited by (du Plessis and van Niekerk, 2017). These authors mentioned that LMs are infrequently trained in most of the essential leadership skills, such as conflict management and managing poor performance effectively (Saundry and Wibberley, 2014) as cited by (du Plessis and van Niekerk, 2017), which is part of leadership training.

The relevance of the leadership training obtained by line managers working in Ireland and Brazil

Findings of this study showed that line managers working in Ireland replied that the leadership training they got was within very relevant and relevant regarding their needs in the daily

operations responsibilities. Similarly, the relevance of the leadership training to the line managers working in Brazil, which most respondents reported very relevant and relevant. This factor was stated by (Seidle et al., 2016 and Van Oosten et al., 2019) who documented that leadership programs had offered some probabilities of boosting LMs behaviour change. Moreover, practical leadership behaviours can be learned (Day, 2001; Harless, 1995; Dugan & Komives, 2007, 2010; Hayes & Allinson, 1998; Sims, 1990; Towler, 2003) as cited by (Robinson, 2016) and expanded (Dugan and Komives (2007) as cited by (Robinson, 2016). On the other hand, the minority of both line managers working in Ireland and Brazil found that the leadership training they received neither was relevant nor irrelevant to their daily operations accountabilities. Thus, it also aligns with what (Robinson, 2016) stated by saying that very little is confirmed to how leadership skills are acquired (Robinson, 2016), which means that leadership training may not necessarily help LMs to fulfil all the requirements of their roles.

Training to assess the performance of line managers' employees working in Ireland and Brazil

Findings of this study recorded that the majority of the line managers respondents working in Ireland answered that they had not been trained to evaluate the performance of their subordinates. At the same time, the minority said they were prepared to perform it accurately. However, the number of line managers respondents working in Brazil is very similar in terms of receiving training and not receiving to appraise the performance of their employees, which the negative answer prevails. These facts align with what was stated by (Longenecker and Fink, 2017) saying that as LMs demand specific skill growth, such as in performance planning, goal setting, coaching, providing constructive feedback, writing performance reviews, conflict resolution and problem-solving, adequate appraisal instruction and training are accountability by HR/organisation. LMs must be equipped on how the process works and be trained to

perform it in their corresponding roles. Nevertheless, it is a commonplace that they receive surprisingly little formal training on how to carry out appraisals satisfactorily.

Challenges to manage line managers' employees without being trained in Ireland and Brazil

It was noticeable that the majority of the LMs respondents working in Ireland recorded strongly agreed that would be more challenging to manage their employees without being trained, having the minority reported that they neither agreed nor disagreed as well as strongly disagreed. Similarly, less than half of the LMs respondents working in Brazil replied strongly agreed that it would be more challenging to manage their employees without being trained, and almost a half agreed. Having just the minority stated neither agreed nor disagreed, disagreed and strongly disagreed. This fact was mentioned by (Saundry et al., 2015; Evans, 2017 and Mosson et al., 2018), who said that one of the issues in implementing PM practices had been associated to the management of their teams. Therefore, according to the majority of respondents, both LMs working in Ireland and Brazil, training is indeed vital to prepare them to experience the challenge of managing their subordinates with excellence.

Challenges to evaluating the performance of line managers' employees without being specially trained in Ireland and Brazil

More than half of the LMs respondents working in Ireland recorded strongly agreed that it would be more challenging to appraise the performance of their employees without being specially trained to do that, and almost a half agreed. Having just the minority stated neither agreed nor disagreed and strongly disagreed. Similarly, more than half of the LMs respondents working in Brazil stated strongly agreed that it would be more challenging to evaluate the performance of their subordinates without being specifically trained to do that and less than half agreed. Having just the minority stated neither agreed nor disagreed, disagreed, and strongly disagreed. This fact is confirmed by Aguinis (2014, p. 234) that as LMs are demanded

to carry out PM practices in a constant cycle of planning, monitoring, and evaluating the performance of employees, it is suggested that they should have the needed knowledge and skills, such as how an employee's performance is supposed to be assessed (Van Waeyenberg and Decramer, 2018). In other words, get specifically trained regarding this matter.

Challenges that line managers meet to assess the performance of their employees in Ireland and Brazil

A significant sign of the LMs respondents working in Ireland replied that lack of HR skills, as well as lack of time, are the most challenging features they confront to appraise the performance of their employees. In contrast, the lack of feedback culture and lack of time were the most significant elements stated by LMs working in Brazil. The third most response by both, LMs working in Ireland and Brazil was all the options, which includes all the alternatives mentioned above, lack of leadership skills, lack of tools, and lack of knowledge. These factors were supported by (Saundry et al., 2015; Evans, 2017 and Mosson et al., 2018), who said that LMs often face challenges in implementing PM practices, such as the lack of knowledge, leadership skills. Besides, how LMs employ their HR skills to guarantee that employees identify them somewhat (Farzaneh et al., 2014) as cited by (Cafferkey et al., 2019). Besides, as HR abilities help LMs to handle their people management accountabilities (Gilbert, 2012) as cited by (Op de Beeck et al., 2018), such as appraisal, performance review practices as well as the administration of poor performance (Dunn and Wilkinson, 2002; Newsome et al., 2013) as cited by (Op de Beeck et al., 2018). Furthermore, lack of time that somehow dedicates effort to PM practices may not produce any outcome in return (Vajda, 2019). Thus, PM practices effectiveness depends very much on the knowledge about these actions by LMs (Dewettinck and Vroonen, 2017). That is another indication that training is essential to reduce these challenges, even though there is a complete lack of empirical evidence approving leadership training and development initiatives (Lord and Hall, 2005; Yukl, 2009; DeRue, Sitkin, and

Podolny, 2011) as cited by (Seidle et al., 2016). It is worth mentioning that this study displayed that in addition to the challenges already mentioned in the literature, lack of tools and lack of feedback culture are also considered as challenging aspects meet by LMs working in Ireland and Brazil.

How the HR/organisation could help line managers evaluate their employees' performance in Ireland and Brazil

The LMs respondents in Ireland and Brazil reported that HR or organisations need to provide leadership training in how to assess the performance of employees. Besides, training them according to the companies' culture and its people generation as it is ineffective to be prepared to cope with a generation that it is not the one they have in the company. Moreover, provide formal tools and apply it consistently in the company also appear as a needed support per part of the HR area. Provide feedback training on how to use it in an effective and structured form and implement programs about the importance of performance evaluation. Thus the employees could see it as an opportunity to grow. Support LMs strengthen the companies' culture, as they believe they are charged for something they did not receive, such as training. Lastly, creating evaluations and aligning the relevant interests for the company and employees in order to establish appraisals and creating development plans to employees as it is insignificant for the leader to evaluate performance and do nothing with the results. These facts were outlined by (Van Waeyenberg and Decramer, 2018) who said that LMs should be influenced to follow the organisation's culture of PM as well as experience adequate opportunities to execute their PM obligations by the companies. Thus, LMs duty in implementing PM practices must be integrated naturally in their other daily basis operations accountabilities.

5.1 Summary

This research investigates whether LMs were trained to appraise the performance of their subordinates in Ireland and Brazil. As LMs have undergone increasing demands due to the

expectations of the distinct roles throughout companies (Holmberg et al., 2016) as cited by (Holt et al., 2018a), it is of extreme importance to investigate whether LMs receive training to assess the performance of workers. Thus, there is a great urgency to support LMs by providing Training and Development in the context of managing people. Furthermore, LMs have experienced challenges concerning the implementation of PM practices, such as performance review practices (Dunn and Wilkinson, 2002; Newsome et al., 2013) as cited by (Op de Beeck et al., 2018).

As the literature already highlighted by numerous authors that training is a fundamental element of boosting leaders' skills. Nonetheless, some abilities needed by LMs, such as assessing the performance of their employees, may not be given to them through training. Hence, it is unjust to expect such skill if they are not prepared to perform it accurately. For that reason, this study mainly aims to determine whether LMs are being trained to evaluate the performance of employees in Ireland and Brazil.

The literature review literature of this research detailed principal concepts of the HRM areas, such as T&D, PM, T&D for LMs and its challenges concerning PM practices. Besides, this study was designated as cross-sectional, and the collected data was analysed through descriptive statistics. A purposive sampling approach technique was utilized to determine the population and a convenience sampling method to select recruit the samples implicated in this research. Moreover, an online questionnaire was sent to address the interested variables, which was utilised to evaluate the LMs participants in Ireland and Brazil. Thus, a total of 103 LMs participants, 45 working in Ireland and 58 in Brazil, became available by consenting in participating in this study.

As a result, this study demonstrated that the majority of the LMs working in Ireland and Brazil had not got training to appraise the performance of their employees. However, there is indeed

a shred of evidence by some of being trained in this matter. Besides, the challenges LMs experience regarding PM practices, such as lack of HR skills, knowledge and leadership skills were confirmed by what the literature review had reported. Nevertheless, other aspects, such as lack of feedback culture and lack of formal tools were also outlined by LMs working in Ireland and Brazil as challenges they had experienced to assess the performance of their subordinates. Ultimately, a more significant number of the LMs respondents working in Ireland and Brazil recorded they strongly agreed that being trained to be a line manager is vital.

5.2 Strengths and Weakness of the Study

It was noted that the main strength of this study is the addition to some challenges mentioned in the literature by (Farzaneh et al., 2014, Saundry et al., 2015; Evans, 2017 and Mosson et al., 2018, Vajda, 2019), which are lack of knowledge, HR skills, leadership skills and time. Lack of tools and lack of feedback culture were also referred to as challenges by some LMs respondents in working in Ireland and Brazil. Therefore, this fact included some aspects to be aware of from now on.

On the other hand, although the researcher was able to conduct the study accurately and answer its research questions fundamentally, it has been noticeable that the survey itself could include some interviews to strengthen the validity of the findings. Thus, a mixed approach could have been considered. Nevertheless, it was complicated to locate voluntary interviewees because of COVID-19 pandemic. Moreover, the totality of companies reached was closed in the location where the researcher is living as they were experiencing lockdown, which consequently, they were not willing to participate in this study voluntarily.

5.3 Limitations and Future Research

For the duration of this research, the researcher recognised some limitations. Firstly, the quantity of LMs participants in this study associated with the fact that only LMs working in Ireland and Brazil were deemed in this study, which might have affected the findings, thus,

weaken the external validity. Therefore, it is indicated that the findings may not be generalized to all LMs working in Ireland and Brazil, which demands attention from the reader in interpreting the results of this study. Besides, the fact that this research utilised an online questionnaire to measure the variables of interest, it could be unable the researcher to handle individual bias, which can be related to subjective replies. Thus, the cited limitations signify the necessity for future research to be carried out on the line managers' perception of being trained to appraise the performance of employees, perhaps considering other markets as well as a more comprehensive sample, which may allow other researchers to generalize findings. Future research could also examine the impact of not being trained to assess the performance of employees in organisations. Ultimately, none of the limitations demonstrated above prevented the researcher from examining whether LMs were trained to evaluate the performance of their employees in Ireland and Brazil.

5.4 Conclusion and Recommendations

In summary, this section demonstrated to what degree the researcher had accomplished the fundamental objectives referring to the literature review presented, methodology and methods, as well as the findings of the research. Thus, this research examined whether LMs were trained to evaluate the performance of their employees using as a target population LMs working in Ireland and Brazil, which by presenting a descriptive cross-sectional approach, findings were correlated to respond the research questions by following the core objectives.

When addressing whether LMs were trained to appraise the performance of their employees in Ireland and Brazil, findings of this study described that more than half of both, LMs working in Ireland and Brazil, did not receive any training regarding this matter. Nonetheless, there was indeed evidence of training LMs to appraise the performance of their employees in Ireland and Brazil from the contrary replies of the LMs respondents in this research. However, the percentage of LMs working in Brazil was superior to in Ireland when referring to receive

training to assess the performance employees. Furthermore, the challenges that LMs experience to evaluate the performance of their employees showed that in Ireland the most challenging aspects of evaluating employee's performance are lack of HR skills, lack of time, and all the mentioned options. Lack of leadership skills, lack of knowledge, lack of tools, and lack of feedback culture were also cited by them, correspondingly.

In comparison, LMs working in Brazil responded that lack of feedback culture is the most challenging element when they have to deal with assessing the performance of their employees. Lack of time, lack of HR skills, all the mentioned options, including lack of tools, lack of knowledge, and lack of leadership skills, were also considered, respectively. Thereby, the researcher was able to respond to all the highlighted research questions in this research.

In this matter, it can be concluded that the majority of both LMs working in Ireland and Brazil, had to deal with the evaluation of their employees' performance without receiving training in this regard. Therefore, it showed that most of the respondents are demanded to such an ability that in reality, they are not trained to perform it precisely. Nevertheless, a large percentage of LMs respondents working in Ireland and Brazil reported that being trained to be a line manager is crucial.

By that, it is suggested that the HR area or any organisation require to be more conscious of the need for training LMs to appraise the performance of their subordinates prior to demand such skill. Moreover, training LMs about the companies' culture could also aid to create more adequate evaluations to attend its people generation. Furthermore, deliver feedback training on how to use it in a reliable and systematic format as well as implement programs about the importance of the appraisals in order to introduce to workers the possibility to visualize it as a form of growing. Ultimately, build development plans based on the outcome of evaluations. Therefore, LMs can realize that their effort to convey PM practices are not meaningless.

REFERENCES

- Aguinis, H. (2014). *Performance management*. 3rd edn. Harlow: Pearson Education.
- Aguinis, H. and Pierce, C. (2008). Enhancing the Relevance of Organisational Behaviour by Embracing Performance Management Research. Vol. 29. *Journal of Organisational Behaviour*.
- Armstrong, M. (2009). *A Handbook of Human Resource Management Practice*. 11th edn. London: Kogan Page.
- Armstrong, M. and Taylor S. (2014) *Armstrong's Handbook of Human Resources Management Practice*. 14th edn. London: Kogan Page.
- Beardwell, J. and Thompson, A. (2017). *Human Resource Management - A Contemporary approach*. 8th edn. London: Pearson Education.
- BPP Learning Media (2015). *Research Project Course Book*. 4th edn. London: BPP Learning Media.
- Cafferkey, K., Townsend, K., Khan, S.K., 2019. Front Line Managers and Employee Outcomes: The Role of Interactional Justice and Supportive Culture. *Int. J. Employ. Stud.* 7.
- Campbell, P., Evans, P., 2016. Reciprocal benefits, legacy and risk. *Eur. J. Train. Dev. Limerick* 40, 74–89. <http://dx.doi.org/10.1108/EJTD-01-2015-0007>
- Chartered Institute of Personnel and Development (2013a) *Selection Methods*, CIPD (available at www.cipd.co.uk; accessed 30.06.2020).
- Collis, J. and Hussey, R. (2009). *Business Research*. Basingstoke: Palgrave Macmillan
- Daulay, H., Akbar, M., Ramly, M., 2018. Influence of Leadership Training Level III, Creativity and Commitment to Performance of Employees Duties of Health Ministry of The Republic of Indonesia | *IJHCM (International Journal of Human Capital Management)*.
- Day, D.V., 2000. Leadership Development: A Review in Context. *Leadersh. Q.* 11, 581. [https://doi.org/10.1016/S1048-9843\(00\)00061-8](https://doi.org/10.1016/S1048-9843(00)00061-8)
- DeNisi, A., Smith, C.E., 2017. Performance Appraisal, Performance Management, and Firm-Level Performance: A Review, a Proposed Model, and New Directions for Future Research. *Acad. Manag. Ann.*
- Denzin, N.K. and Lincoln, Y.S. (2018). *The Sage Handbook of Qualitative Research*. 5th edn. London: Sage.
- Dessler, G. (2016). *Fundamentals of Human Resource Management*. 4th edn. Harlow: Pearson Education.
- Dewettinck, K., Vroonen, W., 2017. Antecedents and consequences of performance management enactment by front-line managers. Evidence from Belgium. *Int. J. Hum. Resour. Manag.* 28, 2473.

du Plessis, T., van Niekerk, A., 2017. Factors influencing managers' attitudes towards performance appraisal. *South Afr. J. Hum. Resour. Manag.* <https://doi.org/10.4102/sajhrm.v15i0.880>

Easterby-Smith, M., Thorpe, R. and Jackson, P. (2012). *Management Research: An Introduction*. 4th edn. London: Sage.

Ellström, E., Ellström, P.-E., 2018. Two modes of learning-oriented leadership: a study of first-line managers. *J. Workplace Learn. Bradf.* 30, 545–561. <http://dx.doi.org/10.1108/JWL-03-2018-0056>

Evans, S., 2017. HRM and front line managers: the influence of role stress. *Int. J. Hum. Resour. Manag.* 28, 3128–3148. <https://doi.org/10.1080/09585192.2016.1146786>

Farrell, M., 2016. Interim Leadership. *J. Libr. Adm.* 56, 990–1000. <https://doi.org/10.1080/01930826.2016.1231547>

Fisher, C. (2007). *Researching and Writing a Dissertation: A Guidebook for Business Students*. 2nd edn. Harlow: Financial Times/Prentice Hall.

Gilbert, C., De Winne, S., Sels, L., 2015. Strong HRM processes and line managers' effective HRM implementation: a balanced view. *Hum. Resour. Manag. J.* 25, 600–616. <https://doi.org/10.1111/1748-8583.12088>

Greenfield, T. and Greener, S. *Research Methods for Postgraduates*. 3rd edn. Chichester: John Wiley and Sons.

Haslam, S.A., Steffens, N.K., Peters, K., Boyce, R.A., Mallett, C.J., Fransen, K., 2017. A social identity approach to leadership development: The 5R program. *J. Pers. Psychol.* 16, 113–124. <https://doi.org/10.1027/1866-5888/a000176>

Hernandez, C.L., Smith, H.G., 2019. Leadership Development in Paraprofessional Roles. *New Dir. Stud. Leadersh.* 2019, 75–89. <https://doi.org/10.1002/yd.20335>

Holt, S., Hall, A., Gilley, A., 2018a. Essential Components of Leadership Development Programs. *J. Manag. Issues* 214.

Holt, S., Hall, A., Gilley, A., 2018b. Essential Components of Leadership Development Programs. *J. Manag. Issues* 214.

Kehoe, R.R., Han, J.H., 2020. An expanded conceptualisation of line managers' involvement in human resource management. *J. Appl. Psychol.* 105, 111–129. <https://doi.org/10.1037/apl0000426>

Kinicki, A.J., Jacobson, K.J.L., Peterson, S.J., Prussia, G.E., 2013. Development and Validation of the Performance Management Behavior Questionnaire. *Pers. Psychol.* 1.

Klein, K.J., Ziegert, J.C., 2004. Leader Development and Change Over Time: A Conceptual Integration and Exploration of Research Challenges, in: *Leader Development for Transforming Organisations: Growing Leaders for Tomorrow*, Series in Applied Psychology. Lawrence Erlbaum Associates Publishers, Mahwah, NJ, US, pp. 359–382.

- Lacerenza, C.N., Reyes, D.L., Marlow, S.L., Joseph, D.L., Salas, E., 2017. Leadership training design, delivery, and implementation: A meta-analysis. *J. Appl. Psychol.* 102, 1686–1718. <https://doi.org/10.1037/apl0000241>
- Lawal, F., Thompson, R., Thompson, E., 2016. Leadership Training at First Bank of Nigeria: A Case Study. *J. Educ. Learn.* 5, 9. <https://doi.org/10.5539/jel.v5n2p9>
- Longenecker, C., Fink, L., 2017. Lessons for improving your formal performance appraisal process. *Strateg. HR Rev. Bingley* 16, 32–38. <http://dx.doi.org/10.1108/SHR-11-2016-0096>
- Macneil, C., 2001. The supervisor as a facilitator of informal learning in work teams. *J. Workplace Learn. Bradf.* 13, 246–253. <http://dx.doi.org/10.1108/EUM000000005724>
- Mosson, R., Schwarz, U. von T., Richter, A., Hasson, H., 2018. The Impact of Inner and Outer Context on Line Managers' Implementation Leadership. *Br. J. Soc. Work* 48, 1447–1468. <https://doi.org/10.1093/bjsw/bcx077>
- Op de Beeck, S., Wynen, J., Hondeghem, A., 2018. Explaining Effective HRM Implementation: A Middle Versus First-Line Management Perspective. *Public Pers. Manag.* 47, 144–174. <https://doi.org/10.1177/0091026018760931>
- Pak, J., Kim, S., 2016. Team Manager's Implementation, High Performance Work Systems Intensity, and Performance: A Multilevel Investigation. *J. Manag.* <https://doi.org/10.1177/0149206316646829>
- Purdy, N., 2016. Impact of a Leadership Development Institute on Professional Lives and Careers. *Can. J. Nurs. Leadersh.* 29, 10–30. <https://doi.org/10.12927/cjnl.2016.24811>
- Robinson, J.L., 2016. Connecting Leadership and Learning: Do Versatile Learners Make Connective Leaders? *High. Learn. Res. Commun.* 6.
- Saunders, M. and Lewis, P. (2018). *Doing Research in Business and Management: An essential guide to planning your project.* 2nd edn. Harlow: Financial Times/Prentice Hall.
- Saunders, M., Lewis, P. and Thornhill, A. (2019). *Research Methods for Business Students.* 8th edn. Harlow: Pearson Education.
- Saundry, R., Jones, C., Wibberley, G., 2015. The challenge of managing informally. *Empl. Relat. Bradf.* 37, 428–441. <http://dx.doi.org/10.1108/ER-06-2014-0061>
- Seidle, B., Fernandez, S., Perry, J.L., 2016. Do Leadership Training and Development Make a Difference in the Public Sector? A Panel Study. *Public Adm. Rev.* 76, 603–613. <https://doi.org/10.1111/puar.12531>
- Siengthai, S., 2015. A reflection on a leadership training programme of the Ministry of Interior, Thailand. *Hum. Resour. Dev. Int.* 18, 317–324. <https://doi.org/10.1080/13678868.2015.1071992>
- Sikora, D.M., Ferris, G.R., Van Iddekinge, C.H., 2015. Line manager implementation perceptions as a mediator of relations between high-performance work practices and employee outcomes. *J. Appl. Psychol.* 100, 1908–1918. <https://doi.org/10.1037/apl000024>

Stiehl, S.K., Felfe, J., Elprana, G., Gatzka, M.B., 2015. The role of motivation to lead for leadership training effectiveness. *Int. J. Train. Dev.* 19, 81–97. <https://doi.org/10.1111/ijtd.12051>

Toong, Y.Y., 2019. Performance Management System Effectiveness: Synthesising a Literature and Methodology Review 11, 16.

Vajda, É., 2019. Perceived Justice as a Crucial Factor of Performance Management Systems. *Veztud. Bp. Manag. Rev.* 50, 25–37. <https://doi.org/10.14267/VEZTUD.2019.05.03>

Van Oosten, E.B., McBride-Walker, S.M., Taylor, S.N., 2019. Investing in what matters: The impact of emotional and social competency development and executive coaching on leader outcomes. *Consult. Psychol. J. Pract. Res.* 71, 249–269. <https://doi.org/10.1037/cpb0000141>

Van Waeyenberg, T., Decramer, A., 2018. Line managers' AMO to manage employees' performance: the route to effective and satisfying performance management. *Int. J. Hum. Resour. Manag.* 29, 3093–3114. <https://doi.org/10.1080/09585192.2018.1445656>

Viitala, R., Kultalahti, S., Kangas, H., 2017. Does strategic leadership development feature in managers' responses to future HRM challenges? *Leadersh. Organ. Dev. J. Bradf.* 38, 576–587. <http://dx.doi.org/10.1108/LODJ-02-2016-0035>

APPENDICES

Appendix 1 Inform Consent

Dear Participant,

I would like to invite you to take part in my research study, carry out as a part of a Master of Business Administration in Human Resources Management at Dublin Business School. Prior to your decision, you need to understand the reason why the research is done and what it involves. Please, read the information carefully and do not hesitate to ask for any clarification of information below.

Dissertation Title: Training to Appraise the Performance of Employees: A Quantitative Study of Line Managers Working in Ireland and Brazil.

Student Researcher Name: Tatiane Silva Passos

Researcher Contact Detail: 10531267@mydbs.ie

Supervisor Name: Patrick Paul

Supervisor Contact Detail: pj.paul@dbs.ie

About the Research:

This study primarily aims to determine if line managers are being trained to appraise the performance of employees in Ireland and Brazil.

The Data Collected:

The online questionnaire will take approximately 5 minutes to complete. The data will be stored electronically under password protection. The password will not be shared with anyone else except the supervisor of the research study, if necessary. All collected data will be deleted upon graduating from the researcher. However, in case the data is maintained stored for some time, it will remain under password protection.

Risks Involved in this Study:

There are no risks in taking part in this study as well as not be included any components of personal information in this questionnaire that would require you to share your personal information, such as name, address, date of birth or contact details. Your contribution will be kept confidentially.

Benefits in taking part in this study:

Unfortunately, there is not any payment or monetary benefits for taking part in this study.

What are your rights as a participant?

- Your part-taking in this research is voluntary.
- You can withdraw anytime you desire, and any material collected up to that time will be destroyed.

If you are not satisfied with the manner in which this study is being conducted, you may report any complaints to the businessschool@dbs.ie or +353 1 4170 654.

Sincerely,

Tatiane Silva Passos

LinkedIn: <https://www.linkedin.com/in/tatianesilvapassos/>

Do you consent with your data being collected for academic purposes?

Yes

No

Appendix 2 Online Questionnaire for Line Managers working in Ireland and Brazil

Demographic Characteristics of Line Managers in Ireland

1. Which country are you currently working as a line manager?

Brazil

Ireland

2. What is your gender?

Female

Male

Other

3. What is your age range?

18 - 25

26 – 30

31 – 40

41 – 50

+ 50

4. What is the highest degree or level of school you have completed?

High school degree or equivalent

Bachelor's degree (e.g. BA, BS, BBA)

Master's degree (e.g. MA, MS, MBA)

Doctorate degree (e.g. PhD)

5. How long have you been working as a line manager?

Less than 5 years

5 – 10 years

11 – 15 years

+ 15 years

T&D for Line Managers

6. Do you agree that being trained to be a line manager is essential?

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

7. Are you being trained to manage your subordinates?

Yes

No

8. Do you believe that training you as a line manager can contribute to your daily basis operations duties?

(1 to 5 scale) 1- Strongly disbelieve; 5- Strongly believe

9. Do you agree that training you as a line manager can contribute to managing your subordinates?

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

10. Are you specially trained to assess the performance of your subordinates?

Yes

No

11. Do you receive any Leadership Training?

Yes

No (Responding NO, it goes to question 13)

12. (YES Answer) Is the training relevant to all your needs as a line manager in the daily basis operations duties?

(1 to 5 scale) 1- Very irrelevant and 5- Very relevant

Challenges for Line Managers regarding Performance Management

13. Do you agree that would be more challenging to manage your subordinates without receiving training to do that?

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

14. Do you agree that would be more challenging to assess the performance of your subordinates without being specifically training to do that?

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

15. What challenges do you experience to assess the performance of your employees?

Lack of knowledge (e.g. how to apply Performance Management practices)

Lack of leadership skills (e.g. Effective communication, Relationship building, Ability to teach and mentor)

Lack of HR skills (e.g. Assessing performance, Holding effective performance discussions)

Lack of tools (e.g. formal systems)

Lack of time (e.g. to carry out the process)

Lack of feedback culture

All the above

Other

16. In your opinion, how could the HR/organisation help line managers evaluate their employees' performance? **Note: This question is not mandatory. However, it would be great if you could contribute as it can enrich my research. Please, be as honest as possible.**