

**EVALUATION OF EFFECTIVENESS OF THE PERFORMANCE MANAGEMENT  
SYSTEM IN MILITARY ESTABLISHMENTS: A CASE OF THE MILITARY  
TRAINING ESTABLISHMENT OF ZAMBIA IN KABWE**

**By**

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## DECLARATION

I, **Daka Peter Leonard**, do hereby declare that this dissertation on **Evaluation of Effectiveness of Performance Management System in Military Establishments: Case of Military Training Establishment of Zambia in Kabwe** represents my work with all sources used indicated, quoted or acknowledged through complete references. This work has not been previously presented for a diploma, degree or any other qualification at this or any other University.

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## APPROVAL

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## ABSTRACT

The Performance Management System (PMS) in the Military Training Establishment of Zambia (MILTEZ) had at no time been evaluated for effectiveness since its inception in 1998. The continued lack of evaluation for effectiveness had the potential to negatively affect the productivity of MILTEZ in its mission to provide quality training for the Region and Zambia Defence Force personnel, if not attended to. Additionally, the absence of the evaluation for effectiveness implies that the establishment officers are oblivious of their work, how they have been performing their work, what they have achieved and what rewards they are supposed to receive. Therefore, this study sought to evaluate the effectiveness of the PMS in military establishments using the MILTEZ in Kabwe as a case study. This study evaluates the effectiveness of the PMS in MILTEZ by assessing the extent of effectiveness of goal setting, assessment of how the performance of officers is appraised and establishment of the extent to which good performance is rewarded at MILTEZ.

The study employed mixed-method design. The data were collected using semi-structured interview guides and structured questionnaires. After that, the data were analysed using thematic and descriptive analyses, respectively. The findings of this study indicated that the PMS existed but was ineffective. The PMS in MILTEZ fell short of the obligatory effectiveness because of inadequate funding, unfair allocation of performance goals, nepotism and the apparent disconnect between performance appraisal and reward systems. Based on the findings of this study, it is recommended that the set performance tasks are adequately funded and fairly allocated by training the Wing Commanders. Further, it is recommended that the apparent disconnect between performance appraisal and reward system is rectified by ensuring that appraisal is based on a combination of personal traits and levels of performance achieved by the officers.

**Keywords:** *Performance Management System, effectiveness, goal setting, Performance Appraisal System, Performance Reward System*

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This document is dedicated to all the people who greatly influenced my life and my journey through this Master of Public Administration program. I dedicate this document to my wife, Caroline Mutondo Daka, and my Children: Meya-Victoria, Peter-Chundama, Kasoli-Bupe and Kapalu-Tumbwe. Finally, I dedicate this document to the Almighty God for his profound wisdom, knowledge and inspiration from his word. I express my profound appreciation, inspiration and encouragement to my Father, Mr Leonard Tumbwe Daka and my Mother, Mrs Monica Mwila Daka, for bringing up in a good way. Their inspiration and encouragement made me what I am today.

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This study evaluates the effectiveness of the Performance Management System (PMS) in military establishments using the Military Training Establishment of Zambia (MILTEZ) in Kabwe as a case study. The MILTEZ is located in Kabwe, Central Province of Zambia. The structure of this introductory chapter focuses on the background, statement of the problem, objectives of the study, research questions, significance of the study, scope and delimitation of the study, theoretical framework, limitations of the study, the layout of the dissertation and the summary of the chapter.

### 1.2 Background

The PMS in the public service originated from the enactment and implementation of the 1993 Government Performance and Results Act (GPRA) of the United States of America. The GPRA required the Federal Agencies to develop strategic plans, specifying measurable goals and performance levels to achieve. Additionally, the GPRA needed the agencies to develop uniform evaluation systems, identify the strongest and weakest employees, superior reward accomplishments, suggestions, inventions, particular acts or services, and other personal efforts (Heinrich, 2002). All that was meant to improve public service delivery by providing direction, setting objectives, motivating, and developing both the individual and the organisation.

The African countries that embraced the American PMS model also desired to replicate the GPRA in order to benefit from its associated system of managing the performance of public service employees (Mbonambi, 2016; Paile, 2012). The implementation of PMS in African countries was designed to achieve and reward superior performance in the public sectors. In Southern Africa: Botswana, Malawi, Namibia, South Africa, and Zimbabwe embraced this concept in the 1990s to manage and improve service delivery (Fatile, 2017). This was also aimed at improving individual and organisational performance through the evaluation of public service worker's performance against set targets and provision of requisite performance rewards. However, the implementation of the PMS in government ministries and departments that included Ministries of Defence, Education, Agriculture, Local Government and Housing, Transport and Communication, Finance and National Planning had controversies over applicability and benefits (Musingafi, 2013). This is more so concerning the military

establishments. In Malawi, the dearth of the effectiveness of PMS was noticed in the Ministries of Defence and Tourism (Chidwala, 2013).

The background of PMS is associated with the origin and evolution of the PMS in other public institutions of Zambia. In Zambia, PMS was introduced as the Performance Management Package (PMP). The PMP was implemented as a component of the Public Service Reform Programme (PSRP) embraced in 1993. The PSRP was a tri-component reform program designed to improve the quality, efficiency, and effectiveness of the public service in Zambia through the implementation of the PMP. The PMP was a second component of the PSRP whose main objective was to improve organisational and individual performance through the introduction of new work culture marked by work plans, target setting, and review of performance (Makambwe, 2001). The implementation commenced with 19 ministries and 17 institutions. The Ministry of Defence, where MILTEZ falls, was among the first 19 ministries, where PMS was initially implemented (Mate, 2006). The government departments and institutions where PMS was implemented included the Cabinet office and the Public Service Management Division (PSMD). The PMS was implemented in MILTEZ in 1998 to improve service delivery through effective communication, evaluation and development of capabilities of the individual public servants. The PMP incorporated realisable, quantifiable, achievable but challenging targets agreed to be accomplished through their work plans (GRZ, 2000).

The implementation of the PMS was aimed at replacing the Annual Confidential Report System (ACRS), which had inherent weaknesses. The ACRS was used as a performance appraisal system from inception in the 1970, to decide on the performance of the officers annually in areas of their routine work, conduct, character and capabilities. The objectives of ACRS were to improve the performance of rated officers in their current appointments and evaluate their potentialities and suitability in their jobs with their personality (GRZ-MOD 1970). However, the major weakness of the ACRS was the inherent lack of defined performance goals that required to achieve by the subordinate officers, whether in peace or war times. The ACRS evaluated the routine work and personal traits of the officers. The other weakness was the confidentiality of the officer's evaluation. The rating officer did not need to expose the outcomes of the review to the rated officers. This did not only disadvantage the concerned rated officers but also violated the natural justice rules as contained in the Constitution of Zambia.

Given the shortcomings of the ACRS, the GRZ adopted the PMS in 1993. The PMS in this military establishment was designed and implemented to deal with the problems associated with the ACRS. The ACRS inherently lacked the practice of goal setting and perpetrated the method

of confidentiality of the performance appraisal system which was not only detrimental to the subordinate officer's career progression but abrogated the rated officer's rights to be heard and informed on anything that deleteriously affected them. The other problems were the ineffectiveness and lack of social responsibility among the rated officers, eroded levels of professionalism and lack of responsiveness to the aspirations of the general public, perpetual breakdown and disregard for rules of natural justice and regulations and the general decline of the efficiency and effectiveness of the officers in the establishment. Thus, government through the 1993 PSRP replaced the ACRS with the MBO modelled PMS to address the identified weaknesses of the ACRS by enhancing professionalism, enhancement of transparency and accountability through the system of performance agreements based on the establishment of clear performance objectives standards and rewards.

The PMS implemented in MILTEZ is based on Management by Objective (MBO) model (Cummings and Worley, 2006; GRZ-MOD, 1993; Barney and Griffin, 1992). This MBO model operates as a mechanism for ensuring that organisational and individual goals correspond with the organisation. The focus of MBO is on the unilateral determination of performance goals and result expectations. (Cumming and Worley, 2009; Jolayemi, 2008; Miner, 2007, Redin, 1971). This variation is based on the aggressive nature of the establishment. In its traditional setting, the model not only allows for greater flexibility along the process but is characterised by periodic dyadic commander-subordinate officer meetings. With this model of PMS, the commanders at each level of the establishment set goals in a process that cascades downwards so that subordinate officers contribute to the overall performance of the establishment. The government implemented this PMS Model to suit the administrative structure of MILTEZ. This model is based on the three steps beginning with goal setting, performance appraisal, and ending with the performance rewards system.

The objectives of the PMS in MILTEZ are to improve individual performance, develop and motivate performance and in the process, improve the overall establishment performance. This was designed to be fulfilled through the setting of goals, appraising and rewarding the performance of the individual rated officers. The PMS in MILTEZ incorporates realisable, quantifiable, achievable, but challenging targets agreed to be accomplished through their work plans (PSRP Service Bulletin, 2000).

### **1.3 Statement of the Problem**

The PMS in MILTEZ has at no time been evaluated for effectiveness since its inception in 1998 (GRZ-MOD, 2016; GRZ-MOD, 2014). This lack of evaluation has resulted in the continued poor individual and establishment performance, just like other regional military establishments (Chidwala, 2013). Performance Appraisal is a key aspect of PMS without which there can be no feedback on how organisational efforts are impacting performance and realisation of set objectives. The continued lack of assessment for effectiveness has the potential to affect productivity, if not attended to. This assertion is supported by other studies that also indicate similar challenges associated with failure to evaluate the effectiveness of PMS in many other military establishments (Haque, 2012; Hangula, 2011; Matlata, 2011). Additionally, the absence of evaluation for effectiveness implies that the establishment officers are oblivious of their work, how they have been performing their work, what they have achieved and what rewards they were supposed to receive. This affects the performance of both individual officers and the establishment (Kanchebele, 2012; Mate, 2003). For MILTEZ, this has the potential to adversely affect the productivity of MILTEZ in its mission to providing quality training for the Regional and Zambia Defence Force personnel.

### **1.4. Research Objectives**

#### **1.4.1 General objective**

The general objective of this study is to evaluate the effectiveness of PMS in military establishments using MILTEZ as a case study.

#### **1.4.2 Specific Objectives of the Study**

The specific objectives of the study were:

- i. To assess the extent to which goal-setting exists at MILTEZ.
- ii. To determine how the performance of staff is appraised at MILTEZ.
- iii. To establish the extent to which good performers are rewarded at MILTEZ.

#### **1.4.3 Research Questions**

- i. To what extent does the goal-setting exist at MILTEZ?
- ii. How is the performance of officers appraised at MILTEZ?

iii. To what extent are good performers rewarded at MILTEZ?

### **1.5. Significance of the Study**

This study generated both policy and academic information on the PMS. Policy-wise, this study generated information that may support the improvement, redesigning the goal setting, performance appraisal and reward systems in military establishments. The improvements and redesigning arise from the presented challenges that work against their effectiveness. Academically, the information generated may add to the existing knowledge on performance management, more especially the interventions needed to ensure the effectiveness of the practices of goal setting, performance appraisal and rewarding good performance. Moreover, this literature may help to deal with issues that hinder the effectiveness of PMS at MILTEZ, enhance the sustained effectiveness of the functionality of the practices of goal setting, performance appraisal and management of the rewards system in the military establishments and apply the suggested interventions to improve the overall PMS.

### **1.6. Definitions of Key Concepts**

**Effectiveness.** The extent to which the objectives of PMS at MILTEZ are realised or successful in producing the desirable results of PMS generally.

**Establishment.** This is a particular permanent military unit or formation that occupies or domiciled in particular location such as MILTEZ in Kabwe.

**Goal Setting.** This is the process of laying down specific, measurable, achievable, realisable and time bound targets that help employees understand the organisational objectives or and facilitate the organisation enhance its performance.

**Performance Appraisal System.** This is a systematic or formal process of reviewing, appraising or assessing the work-related achievements or performance of individual subordinate officers or teams, their strengths and weaknesses and overall contribution to the completion of the total

establishment (MILTEZ) performance goals. It also functions as a link between performance appraisal and rewards systems. The review or evaluation is based on the established rules, regulations and format as such is also referred to as performance review or appraisal.

**Performance Management System.** A framework for managing employee performance involving goal setting, performance appraisal and reward systems that are aligned with the organisation strategy.

**Performance Management.** The entire process of observing an employee's performance concerning job requirements over some time; clarifying expectations; setting goals; providing on-the-job coaching; filing and retrieving information about performance and then making an appraisal based on this information

**Performance Reward System.** This is the system that is concerned with eliciting and reinforcing desired behaviours and work outcomes through compensation and other forms of recognition.

**Performance.** This is an employee's or subordinate officers' accomplishment of the assigned tasks. It is viewed as an employee activity or behaviour which has been evaluated as to its appropriateness or desirability in an organisational setting. Behaviour refers to anything a person does on the job

## **1.7 Theoretical Framework**

The theoretical framework is a very general system based on assumptions, concepts and specific social theories that provide comprehensive ways of seeing and thinking about the social world besides giving different forms of explanations (Neuman et al., 2007). Anfara and Mertz (2006) expound that concepts can be viewed from multiple theories with each perspective, providing a well-structured and functional explanation of the concept. Correspondingly, the idea of PMS is underpinned and seen from many approaches. However, this study considered goal-setting,

expectancy, equity and control theories to help explain the concept of PMS in military establishments (Esu and Inyang, 2009).

### **1.7.1 Goal-Setting Theory**

The Goal-Setting Theory (GST) states that individuals or organisations perform better when they set more challenging goals (Locke and Latham, 2006). The GST is based on the assumptions that people have achievable goals that energise and direct their thoughts and behaviours toward one end (Bateman and Zeithaml, 1993). The central tenet of GST is that specific and challenging goals lead to higher task performance (Martin and Fellenz, 2010; Locke, 1996; Locke and Latham, 1990).

The GST explains the concept of PMS in military establishments through the linkage of goal setting to task performance. The GST helps to guide, rally and motivate high performance (London, 2003). Further, the theory supports assumptions that the most effective performance originates from goals that are more specific, challenging and highly rewarding. This theory helps to clarify the hypothesis that specific but challenging goals have the potential to boost performance by leading people to concentrate on particular objectives that increase their effort to achieve them through perseverance in the face of setbacks. These setbacks help employees develop new strategies to better deal with complex challenges in an attempt to attain the set goals (Bandura and Cervone, 1983; Latham and Locke, 1975; Locke and Bryan, 1969).

The GST is empirically one of the most supported theories in PMS (Latham, 2007; Mitchell and Daniels, 2003). Its application in organisations has a significant number of advantages that comprise the setting of courses, establishing commitments, driving the planning and provision of feedback. The GST is founded on the assumption that a goal institutes an individual or team purpose, drives the direction, motivation and intensity of effort required to achieve the desired performance. The absence of clearly set goals results in the inability to push through difficulties found along the path to the desired performance. Additionally, the GST specifies that a commitment drives accomplished-motivated people to persist through obstacles and also notes that specific goals are required to evaluate the progress of any performance. Having no goals is akin to driving without a destination (Best and Kahn, 2009). Nonetheless, the theory has limitations that include difficulties in specifying goals and making adjustments to goals amid tasks (Fellenz and Martin, 2010). This makes it difficult for individuals to maintain performance targeted at specific objectives or goals over an extended period. This theory represents an individual-level process, although most tasks require team efforts. Additionally, the theory

presents weaknesses through its inability to measure specific objectives. This makes the theory devoid of testable evaluation and its results less valid.

### **1.7.2 Expectancy Theory**

The Expectancy Theory is another theory that explains PMS in military establishments. The basis of this theory is that the expected performance is a function of the desirability of the outcome of behaviour as well as of the perceived likelihood that particular action will lead to the desired outcomes. This theory posits that employees expend their effort to achieve performance goals that lead to valuable outcomes. This effort results in the desired performance if the goals are realistic and within the employee's capabilities and resources (Fletcher and Williams, 1996).

This theory is applied in almost all types of organisations including military establishments to mostly evaluate and reward the performance of employees (Steers et al., 2004; Hillman and Dalziel 2003; Fletcher and Williams, 1996; Noe, 1986; Rynes et al., 1980). In the assessment of organisational performance, this theory interprets the specific behaviours that the employee's exhibit based on their expectations. Additionally, this theory postulates that different people prefer various rewards that range from a good salary, job security or opportunities for professional enrichment. The strength of the Expectancy Theory lies in its ability to explain how rewards boost performance, how performance improves significantly when proper objectives are set and how organisational goals are easily accomplished if management grasps and employs the theory to assemble effective work teams. Further, this theory helps managerial analyses and decision making about performance management interventions by reducing otherwise excessively difficult situations (Fletcher and Williams, 1996; Noe, 1986; Rynes et al., 1980).

Nevertheless, this theory is difficult in application due to numerous acts of alternatives (Fellenz and Martin, 2010). Higher and desirable human performance is affected by long chains of means that are not fully captured in the outcome levels of this theory. Additionally, the theory fails to work without active participation from management. Therefore, this theory only works if managers accurately assess their employees preferred rewards, expectancies, capabilities, quality and quantity of employ effort (Vroom, 1965).

### **1.7.3 Adams Equity Theory**

The Adams Equity Theory (AET), proposed by Stacey Adams, is another theory that provides a framework for explaining the concept of PMS. This theory states that employees compare the ratio of their individual inputs (time, effort or contribution) and outcomes (pay, work conditions, benefits, learning and development opportunities or social recognition) to that of referent others (Martin and Fellenz, 2010). The comparison of the individual input and outcomes, brings about the overpaid inequity (when the individual perceives that his outcomes are more as compared to his inputs in relation to others), underpaid inequity (when the individual perceives that his outcomes are less as compared to his inputs in relation to others) and the equity, when the individual perceives that his outcomes in relation to inputs are equal to those of others. The employees develop resilient feelings about the relative fairness of the procedure and rewards that they receive in the organisation. The conclusions on the fairness of treatment and awards are based on comparing with other relevant employees. If one's exchange ratio (own input/outcome ratio) is more significant than that of a selected nearby referent other, underpayment inequity is experienced. Correspondingly, if the input /outcome ratio is lesser than the referent other, overpayment inequity is experienced.

The motivation for performance in AET lies in the proposition that people who experience unfairness are driven towards restoring the feelings of equity that describes the perceived balance between the individual and comparison target (Hillman and Dalziel, 2003). The significance of the AET, to this study, is that it helps to explain that the achievement of higher performance is dependent on just rewards in the workplace. However, this theory presents a weakness in that it concentrates on rewards leaving out goal setting and performance evaluation (Dornstein, 1989). The theory is also very subjective as it depends on the individual employee's assessment of what constitutes equity.

### **1.7.4 Control Theory**

This theory explains the PMS by outlining the forms of control that exist between organisations and the systems within. This theory assumes that control mechanisms should be imposed at all levels of an organisation to obtain the desired high performance from the employees. The control theory further explains that the desired high performance ought to be congruent with the set objectives of the overall organisation (Barrows and Neely, 2012). The Control theory comprises the behavioural, output and input controls. In the behavioural control, the theory explains that the employer monitors and evaluates the actions of the employees regularly

following the standards of the organisation and rewards accordingly. In the output control, the employee's performance is controlled by appropriate rewards or sanctions resulting from performance evaluation against the set expectations of the organisation. The input control deals with the systems that are designed to select and train employees. The organisation may employ any control system or a combination depending on the structure, norms, policies and administrative information in the organisation (Krausert, 2009; Shell, 1992).

The Control Theory in PMS is used in the evaluation of the output of the various integrated systems for consistency with pre-defined sets of objectives. The theory also helps the managers to control the performance of the employees and the generation of quicker and improved outputs through the provision of consistent monitoring and feedback (Barrows and Neely, 2012). The Control theory presents weaknesses by its hefty dependency on employees hope to meet most of the basic human needs by working in the organisation. The theory assumes that the desired performance is only achieved when employees align their needs to those of the organisation. This makes the theory too mechanical. Besides, the theory fails to appreciate that humans are not mechanical objects that can automatically align their individual needs to those of the organisation without control or interventions (Locke, 1991).

This study employed the GST to explain the concept of the effectiveness of PMS in Military establishments with emphasis on MILTEZ. This is because the GST encompasses goal setting, performance evaluation and reward systems, and as such helps to explain the concept of PMS far much better than any of the identified and expounded theories of PMS (Armstrong, 2006; Martin and Fellenz, 2010). It, additionally, explains the need for organisations to ensure employee commitment to set goals through goal setting, alignment of individual and organisation goals coupled with an appropriate reward system.

However, due to the identified limitations of the GST, the study is augmented by the Expectancy Theory that depends on availability, timeliness, performance contingency, durability and visibility to motivate desired levels of performance (Cummings and Worley, 2009). In line with the GST, it is expected that PMS at MILTEZ is applied to obtain the ideal goal framing, reactions and necessary levels of commitment resulting in higher performance. This can be used in assessing the provided direction, performance standards and resultant subordinate officers' intensities of focus for purposes of monitoring the individual performance. The strength of focus may result in the accomplishment of the desired performance and recognition in form of rewards such promotion, further training and awarding of the medals of honour.

## **1.8 Structure of the Dissertation**

This study is divided into seven chapters with each having characteristics of its role as under listed: Chapter One covers the background to the study, statement of the problem, objectives of the study, research questions and significance of the study. Chapter Two deals with the review of the literature related to the topic under study in light of the outlined objectives. Most of all, it also provides a theoretical framework on which the study is anchored. Chapter Three covers the research methodology used in the collection and analysis of data. The chapter also provides the research design population, study sample sampling procedures, research collection tools and lastly ethical issues. Chapter Four presents and discusses the findings related to the study objective one. While Chapter Five presents and discusses the findings related to objective II and Chapter Six covers results and discussions related to objective III. Chapter Seven presents conclusions and recommendations.

## **1.9 Conclusion**

Chapter One has provided an introduction to the study on evaluation of the effectiveness of the PMS at MILTEZ of Kabwe in Zambia. It looked at the background information to the study, statement of the problem, the broad objective and specific objectives, research questions, the significance of the study, scope, delimitations and limitations, theoretical framework and the layout of the dissertation. The next chapter presents the empirical and theoretical literature relevant to this study and identifies the gaps in the research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter covers the literature reviewed that was related to the evaluation of the effectiveness of PMS military establishments with MILTEZ as a case study. It examined the associated literature and identified gaps that needed to be filled in the field. This chapter encompasses the review of studies undertaken within Zambia, African and those conducted outside Africa. The literature review was covered under the following categories: goal setting, performance appraisal and reward system.

#### 2.2 Goal Setting

The study by Mate (2006) aimed at evaluating the PMP in the ZPS found that the setting of specific but moderately difficult targets results in improved performance. This study is significant because it provides valuable insights into the implementation of PMS in a broader context as PMP. Additionally, the study posits that PMP is linked to the ministry's strategic plans, goals and objectives to the work plans of the departments and individual public servants. Although the study is significant, because it evidently explains PMP as a shade of PMS that depends on target setting, performance management and rewards for evaluation of its effectiveness, it does not indicate the extent to which goal-setting exists in the PMS of a military setting. The non-disclosure of the extent to which goal setting exists in military establishments, this creates room to explore how goal-setting contributes to the effectiveness of PMS in military establishments.

Kanchebele (2012) posits that the dominant cultural, organisational and political factors in the Zambian Public Service (ZPS) impede the institutionalisation of Annual Performance Appraisal System (APAS). The study concludes that these factors create a hostile environment characterised by sincere dedication, lack of accountability and responsibility besides failing to generate a sense of ownership towards APAS in the public service. This qualitative study provides valuable insights into the challenges faced in the process of institutionalising the concept of APAS and argues that PMS was designed to ensure better organisational and individual performance. This study places the performance appraisal system under the context of performance management linking ministries' strategic plans, goals and objectives to departmental and individual work plans. While the study indicates that APAS was one of the

components of the PMP designed to ensure effectiveness in the ZPS, it neither alludes to the extent to which goals setting exists, the effectiveness of goal-setting, performance appraisal, rewards system nor mentions the measures intended to provide the effectiveness of the PMS in the ZPS or military establishments. Additionally, this study restricts itself to the performance appraisal implemented concerning the management of the civilian component of the ZPS.

Choon and Patrick (2016) conducted a qualitative research methodology business on the impact of goal setting on employee effectiveness to improve the organisation effectiveness: an empirical study of a high-tech company in Singapore. The research question is: "Does goal setting have an impact on employee effectiveness and ultimately improve organisation effectiveness?" The independent and dependent variables used in this are goal setting and organisation effectiveness, respectively. The hypotheses of the study are goal setting has a positive impact on employee effectiveness, goal setting is positively related to organisational effectiveness, and employee effectiveness leads to improved organisation effectiveness. The findings are that goal setting has an impact on employee effectiveness and leads to improved organisational effectiveness. However, this study presents the weaknesses of not indicating the extent of effectiveness of goals setting in military establishments, being conducted outside Zambia and in the civilian organisation which neither adheres to the rigorous and authoritative discipline and insignia nor was characterised by special uniform for the identification of who commands, rates or obeys the other. These weaknesses create room to probe the extent and how goal-setting contributes to the effectiveness of PMS in military establishments.

### **2.3 Performance Appraisal System**

This section reviews the literature related to performance appraisal. Kamfwa (2016), in a cross-sectional non- experimental study comprising 126 respondents drawn from three selected ministries (Ministries of Education, Local government plus Housing and Agriculture) found that APAS was ineffective. The specific objectives of the study included determining the implementation of performance planning and the extent of the utilisation of APAS in making human resource decisions in the selected ministries. This study provides valuable linkages of performance appraisal to PMP in the evaluation of performance management in the Zambian Civil Service (ZCS). In as much as the study provides essential literature on appraising of performance among civil servants in the selected ministries, it neither indicates the characteristics that define an effective appraisal system nor does not it show how these characteristics contribute to the effectiveness of performance management in the military

establishments of the Zambia Army. Additionally, this study does not show what interventions can be implemented to ensure the effectiveness of performance appraisal in military establishments in Zambia.

A study by Sayeed and Bhide (2003) conducted in Tanzania, examined significant issues related to the design and implementation of PAS and found that performance appraisal was primarily designed to help develop employees by creating greater awareness of why what and how to perform. The study helps by indicating that performance appraisal is critical in assisting employees in reflecting upon their competences and issues related to their performance. Additionally, the study demonstrates that the other goal of the performance appraisal system is to bring members of the establishment together within hierarchical structures, superior-subordinate interactive relationships transcend into teamwork with a dual focus on the attainment of goals besides encouraging more significant commitment. The study further argues that where an effective performance appraisal system is established, it is indicative of the development of employee team orientation and attainment of defined goals and objectives. The study associates an effective PMS system to the job-related appraisal form, appraisal model, support system and monitoring and tracking network. Though this study provides strong empirical concepts of the PAS, its functions and what makes it effective, it neither relates to the public organisations nor military establishments in its practical explanation of the empirical effectiveness of a PAS. This gap provides an opportunity to attempt to establish factors that make PAS effective in military establishments.

Hangula (2010) investigated the implementation of performance appraisal in the Namibian military establishments with the primary objective of evaluating the performance appraisal system. The findings of this study were that performance appraisal had failed to meet its objectives because supervisors were not doing enough, had little impact on promotions, failed to reveal ratings and generally demotivated workers. This study presented weaknesses by failure to specifically outline the methodology employed, although it mentions the instruments used. The fact that it was a case study design implied that it was mainly a qualitative research design. This observation raises issues of the reliability of the study. Although the study shows the various methods of appraising performance that include the relative and absolute rating techniques, it does not show how these techniques apply or contribute to the effectiveness or lack of it during the Namibian Defence Force (NDF) appraisal. Further, the study is short of indicating how performance appraisal leads to the effectiveness of PMS in military establishments. These weaknesses provide an academic and knowledge gap that this study seeks

to fill up.

Obisi (2011) conducted a study in Nigeria by examining the organisational performance concerning resultant effectiveness and showed that organisational effectiveness was only achievable if organisations installed effective performance appraisal strategies. Further, he argues that employee performance appraisal and its implication on an individual and organisational growth should be identified through careful and result oriented performance appraisal techniques. This study provides a conceptual understanding of performance appraisal as a process involving individual or organisation achievements in performing or meeting set goals over a while. This study also provides valuable insight into the confidential and open appraisal systems used by organisations. He further demonstrates that a confidential appraisal system does not involve the appraised. The appraisal outcomes are not communicated to the employee, implying that the evaluated are ignorant of their strengths, weaknesses and contributions made to the organisation.

On the other hand, the open appraisal system reveals to the appraised their strengths, weaknesses and contributions made to the growth of the organisation and meeting of set objectives. Although the study provides information on the confidential appraisal system, which most African military organisations employ in apprising their employees, it still does not explain the factors that contribute to the effectiveness of a PAS in military establishments of Zambia nor how they contribute to performance enhancement in military establishments of Zambia. Thus, this study seeks to exploit this academic gap by digging deeper into the characteristics that significantly contribute to the effectiveness of not only PAS but those of the PMS in contemporary times.

Haque (2012) articulates the difficulties associated with designing a sound appraisal system in the Bangladesh public sector and provides a theoretical framework arguing that the goodness of PAS lies in its capacity to meet predetermined objectives. The paper further provides constituent components that determine the effectiveness of PAS, namely, validity, reliability and perceived fairness. The findings of this study are that Annual Confidential Reports holds some degree of fairness but significantly lacks credibility and therefore is deficient in meeting its objectives. The study also raises acute observations related to the measurement of performance in the civil service, more so military establishments, because of the divergence between legalistic parameters and managerial discretion, probable impact of political influence, ill-defined organisation strategies, objectives or purpose and absence of a measurable bottom line. This study posits the demerits of not showing how ACR are employed in ensuring the

effectiveness of PAS and its contribution to the global effectiveness of PMS, either in the ZPS or military organisations. These demerits, together with the ascertainment of whether the current PAS, as a component of PMS, employed in the Zambian Army establishments is valid, reliable and fair, provide a platform for this study to probe these deficits further.

#### **2.4 Performance Reward System**

This part reviews literature related to the effectiveness of rewards or sanctions towards the overall effectiveness of PMS in military establishments (Molefhi, 2015; Zvavahera, 2014; Matlala, 2011). Compensating performance is a critical element of the PMS which seeks to give employees profit for achieving their own and organisational goals (Latham and Locke, 2008). Mumba and Turner (1990) argue in support of Cushway (1994) that organisations that reward performance achieve over and above-average performance. Matlala (2011) sought to establish the employee perceptions of the fairness of PMS in South Africa as influenced by distributive, procedural and interactional justice factors and contribute in expanding performance management research in the field of Industrial Psychology. The study established that despite PMS being perceived as a highly subjective and unfair monetary reward system, the system supported the reward of high achievers, talent retention strategy and individual development plans. These factors contribute to the effectiveness of PMS. However, the study neither analyse the extent to which good performance is rewarded nor probes the extent to which this component contributes to the effectiveness of PMS in military establishments.

Zvavahera (2014) seeks to evaluate the effectiveness of Results-Based Management System (RBMS) in improving service delivery in the Civil Service of Zimbabwe (CSZ). The study methodology is qualitative and provides essential insights into the effectiveness of the PMS in the CSZ but only indicates two central components of the PMS. These components are the planning and monitoring and evaluation. The study alludes to the failed administration of performance-related rewards due to financial constraints and failure to submit ratings to the CSZ. However, the research neither indicates performance rewards as a component of the PMS nor shows how performance rewards contribute to the effectiveness of PMS in the public sector.

With the effectiveness of PMS in the public sector, Molefhi (2015), investigates the staff members' perceptions on the challenges of PMS implementation in Junior Secondary Schools in Botswana. The study objectives were to determine the extent to which staff acquired essential knowledge and understanding of PMS; identify problems encountered by the school management in the implementation of PMS; identify measures taken to ensure the successful

implementation of PMS; suggest measures that can be used to ensure the successful implementation of PMS. The findings of this study were that performance appraisal was neither used as a means to reward performance nor close the gaps, mainly by training or reward for good performance. This worked against the expectations of PMS of supervisor's favourable responses of coaching, mentoring and rewarding good performance. This study is essential as it categorises the significant components of PMS as planning, performance appraisal and performance management in line with categories given by Yang (2014). However, it neither explains the extent to which this component exists nor rewards good performance in military establishments. This study seeks to probe this hiatus by establishing the extent to which excellent performance is rewarded in military establishments and its contribution towards the realisation of the effectiveness of the PMS in military establishments in Zambia.

## **2.5 Conclusion**

This chapter reviewed literature related to PMS based on goal setting, performance appraisal, then performance reward system. The significant lessons drawn from the literature reviews were that PMS was an effective intervention in the improvement of the individual and organisational performance. Further, the studies showed that PMS, premised on goal setting, performance appraisal and the reward systems, had tenets that needed adhering to for sustained effectiveness. These studies also show that goal setting was dependent on the clarity, difficult and acceptance by all involved for its effectiveness. The studies show that performance appraisal brings the members of the establishment together within the structures for purposes of interacting and ensuring the attainment of the establishment performance goals. Additionally, the studies show that PAS is characterised by low dedication, lack of accountability and responsibility besides the failure to generate the required sense of ownership. These studies are also threaded by the appreciation of the need to link strategic goals, plans and objectives to the individual and departmental work plans. For the reward system, the studies show that support for the reward of high achievers, talent retention strategy and individual development plans.

The major weaknesses of the literature reviewed are that they do not show the tenets of the effectiveness of the PMS in the institutions studied. The principles, on which the effectiveness of a performance appraisal depends on, are the availability, timeliness, acceptance by the users, understandable, and economic feasibility. Neither do these studies attempt to explain or explore the tenets of the effectiveness of PMS in military establishments. Besides, these studies were conducted in a non-military environment. The military environment, such as MILTEZ, is

characterised by rigorous and imperious discipline and insignia. The issuance and obedience of commands go through a rigidly hierarchical, vertical structure that entails swift action, facilitated by insignia and special uniform not obtainable in many civilian establishments reviewed by this study. The performance measuring tools applicable to civilian public institutions, hence tend to be inappropriate in military establishments. These are the omissions that prompted this study to focus on the evaluation of the effectiveness of the performance management system in the military.

Further, the studies are devoid of issues about the effectiveness of the components of PMS. Therefore, this study intends to explore and fill the gaps exposed in the studies reviewed by covering the processes and tenets of the effectiveness of the goal setting, performance appraisal and reward systems in the military establishment. The next chapter provides the research methodology employed to evaluate the effectiveness of PMS in MILTEZ.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research methodology employed to evaluate the effectiveness of PMS in MILTEZ. It comprises the research design, research site, target population, sample design, sampling frame, sampling techniques, sample size, data collection instruments, data analysis, reliability and validity of the study, and ethical considerations.

#### **3.2 Location of the Study**

MILTEZ is one of the military establishments in Zambia whose core mandate is to train the officers of the Defence Force of Zambia from basic to advanced combat and technical skills levels. In simple terms, the establishment provides prescribed training and leadership skills to the entire Zambia Army Corps of officers (MOD, 2016). The training of the officers is based on the strategy of being efficient, effective and responsive to the training needs of the Defence Force of Zambia. The goal statement for the establishment is to train the officers for purposes of improving combat effectiveness and efficiency in peace and wartime environments.

The organisation structure comprises MILTEZ Headquarters and six departments comprising the Administration Wing (ADW); Zambia Military Academy (ZMA); Officers Staff College (OSC); Technical Training College (TTC); Infantry Training Wing (ITW) and Recruit Training Centre (RTC). While the Administration Wing, generally, administers the establishment through the provision of administrative, logistic and medical support, the OSC is charged with the responsibility of training officers that can competently command, train and administer units. The ZMA is charged with the responsibility of training professional officer cadets fit for commissioning in the Defence Force of Zambia and TTC provides technical training to the officers. The ITW trains officers in regimental, infantry and other unit support services. The RTC provides basic training that enhances the officer's capacity to operate confidently in all military environments through discipline and resilience.

#### **3.3 Research Design**

Research design deals with the logic of planning the methods to be adopted for collecting relevant data and techniques used in their analysis, keeping in view the objectives of the research (Kothari, 2004). This study employed a mixed-methods research design premised on

the framework that has a philosophical paradigm, the strategy of inquiry and specific methods of research (Saunders, Lewis and Thornhill, 2012; Creswell, 2009). This research design allows the collection, analysis and interpretation of both the qualitative and quantitative data through the linking of the philosophy of pragmatism to the case study and mixed methods research design. The connection of these constitutive elements provided an organised arrangement of the conditions for the collection and analysis of data in a manner that combined relevance of the evaluation of the effectiveness of PMS in military establishments using MILTEZ as a case study with economy in the procedure (Mouton and Marais, 1996; Selltiz, Deutsch and Cook, 1962).

### **3.3.1 Research Philosophy**

This study was guided by the philosophy of pragmatism that underpins the employment of the mixed methods research design. This philosophy postulates that research occurs in the social, historical and political contexts and trusts in multiple methods of study, worldviews, assumptions and forms of data collection and analysis (Creswell, 2009; Tashakkori and Teddlie, 1998; Rossman and Wilson, 1985). This research also depended on the pragmatist's argument that there exist unique and multiple versions of the truth and reality that could be objective or scientific (Cohen, Manion and Morrison, 2011). This paradigm further advocated that what works favourably in response to the research questions becomes the most expedient approach to the investigation, be it case studies, surveys or a combination of experiments (Feilzer, 2010; Denscombe, 2008; Suter, 2005). Following the laws of the philosophy of pragmatism, this study espoused and mixed the philosophies of social constructivism and positivism to inform the qualitative and quantitative components, respectively.

The philosophy of social constructivism in which the qualitative component depends is based on the assumption that the individual members of the military establishments developed subjective meanings of their experiences towards the effectiveness of PMS. This assumption made the study rely on the views of the study participants in evaluating the effectiveness of the PMS in MILTEZ. This study also relied on the paradigm of positivism which asserts that the development of knowledge is speculative and based on careful measurement of the objective reality that exists in military establishments (Phillips and Burbules, 2000; Smith 1983). In conforming to the prescriptions of the philosophy of positivism, this study found it paramount to measure the behaviour of members of MILTEZ concerning goal setting, the performance appraisal and rewards systems as components of PMS. This study collected the quantitative

information on the effectiveness of PMS in MILTEZ from the structured questionnaires completed by the study participants.

### **3.3.2 Strategy of Inquiry**

Strategies of inquiry or approaches to inquiry denote particular types of studies within the mixed methods design that provides specific direction for procedures in the research design (Creswell, 2007; Mertens, 1998). This study employed the case study as a strategy of inquiry that explored and investigated the effectiveness of PMS in MILTEZ. This approach to inquiry involved the empirical evaluation of the effectiveness of PMS in military establishments within its real-life context, using multiple sources of evidence but focused on MILTEZ. It also provided an opportunity for the study to describe and explained the concept of PMS in MILTEZ, thereby facilitating the gaining of a thorough and holistic view of this contemporary phenomenon (Baxter and Jack, 2008; Robson, 2002; Tellis, 1997). The employment of these data collection instruments facilitated the triangulation of data and the augmentation of the internal validity of this study (Mason, 2002; Barbour, 2001; Mays and Pope, 2000; Stake, 1995; Lincoln and Guba, 1985).

### **3.4 Target Population**

The study population comprised 314 officers involving 14 rating officers (Commanding Officers) and 300 rated (non-commanding) officers from MILTEZ, as shown in Table 3.1. This target population was purposively selected because of their shared expert knowledge regarding the effectiveness of PMS in MILTEZ (Freedman et al., 2007).

### **3.5 Sample Design**

The sample design involves the crafting of a plan for obtaining a sample from the population given in section 3.3 of this chapter (Kothari, 2011). This study utilised a sample owing to the impracticability of surveying the entire target population, the paucity of time, as well as difficulties associated with collecting data from the target population. This argument is supported by Henry (1990), who posits that the sample is preferable because it allowed the obtaining of a higher rate of accuracy as compared to a census. The sampling design contained the sampling frame, sampling techniques and the sample size.

### 3.5.1 Sampling Frame

The sampling frame comprised both the rating and rated officers drawn from the different departments within MILTEZ. The information is indicated in Table 3.1 below. This sampling frame facilitated the selection of both key informants and respondents.

FORMATION	RATING OFFICERS	RATED OFFICERS	0.4 OF TARGET
Headquarters	2	25	9
Zambia Military Academy	2	50	19
Technical Training College	2	50	19
Officers Training Wing	2	35	13
Administration Wing	2	50	19
Recruit Training Centre	2	40	15
All Arms Wing	2	50	19
<b>TOTAL</b>	<b>14</b>	<b>300</b>	<b>113</b>

**Table 3.1: Rated and Rating Officers according to departments**

Source: Field Data

### 3.5.2 Sample Size

The sample size represented the total number of participants with similar characteristics that responded to the requirements of this study (Kombo and Tromp, 2006). The sample size was 127 consisting of 14 key informants and 113 respondents. This information is depicted in Table 3.2 below.

<b>STUDY PARTICIPANTS</b>	<b>NUMBERS</b>
<b>Key Informants</b>	<b>14</b>
<b>Respondents</b>	<b>113</b>
<b>TOTAL</b>	<b>127</b>

**Table 3.2: Study Sample Size**

**Source:** Field Data

### **3.5.3 Sampling Techniques**

This study employed both the non-probability and probability sampling techniques. In the non-probability sampling technique, purposive sampling technique was used to select the key informants for purposes of obtaining an in-depth understanding of the concept of effectiveness of PMS in MILTEZ. Purposive sampling is a tool for selecting informants purposefully due to the qualities they possessed. In this study, purposive sampling was used to deliberately select the key informants by their willingness and expert knowledge in military administration and its culture (Msabila and Nalaila, 2013; Bernard, 2002). The other justification was that, where a sampling frame existed but had less than thirty members, no sampling was conducted (Stutely, 2003; Henry, 1990). Based on these assumptions, all the 14 key informants were selected.

The probability sampling technique was used to select the sample for the rated officers and give every member of the population an equal chance of selection (Kombo and Tromp, 2006). This sampling technique involved the employment of the stratified sampling design in the first stage, which enabled this study to generate the strata indicated in Section 3.4.1 of this chapter. After that, the systematic sampling method was used to select the respondents based on an interval of 0.4. This implied that every fourth member of the target population was selected (Msabila and Nalaila, 2013; Kombo and Tromp, 2006). The number of members selected from the generated strata is indicated in Figure 3.1 above.

### **3.5.4 Data Collection Instruments**

This study employed the semi-structured interviews and structured questionnaires as data collection instruments for qualitative and quantitative data, respectively (Kombo and Tromp, 2006; Saunders, Lewis and Thornhill, 2012). This arrangement facilitated the sequential

collection of the necessary qualitative and quantitative data. The semi-structured interviews facilitated the collection of comprehensive, systematic and in-depth information about the evaluation of the effectiveness of PMS in military establishments (Kombo and Tromp, 2006). The structured questionnaire, which contained both open and closed-ended questions, was used to collect quantitative data.

### **3.6. Reliability**

In this study, reliability was designed to show the extent to which the instruments of data collection, yielded the same answers, wherever, however, and whenever it was to be carried out (Cohen, Manion and Morrison, 2011). Reliability deals with the consistency, dependability and replicability of the results of this research (Neuman, 2014; Nunan, 1999). Additionally, reliability relates to the research instrument's capacity to ensure consistency, stability, predictability and accuracy of the data and findings. Reliability covered in this study was categorised into reliability in qualitative and quantitative research methods.

#### **3.6.1. Reliability of the Semi-Structured Interviews**

Reliability in the qualitative research method was connected to the philosophy of constructivism, as indicated in Section 3.1 of this chapter. In the semi-structured interviews, the reliability was about ensuring the dependability and consistency of the findings. Nunan (1999:14) states that "reliability deals with the consistency, dependability and replicability of the results obtained" from a piece of research. However, achieving identical results using semi-structured interviews was difficult due to the presence of subjectivity. Consequently, this study insisted on ensuring and achieving the dependability and consistency of the data collection processes and findings through the use of the researcher's position, triangulation and maintenance of an audit trail (Ghosh, 2013; Merriam, 1998). To ensure reliability, the study extensively elaborated the different processes, phases of inquiry, every aspect of the study, described in detail the rationale and the research design. The elaboration was done in Section 3.1 of this chapter.

In this study, the triangulation was achieved by combining the open and closed-ended questions in the semi-structured interview guide. This combination provided the study with the complementarity of both the text and numerical information. The other technique that guaranteed the dependability of the data collected and findings was the maintenance of the audit trail. In maintaining the audit trail, the researcher described, to a more significant extent, the

procedure of collecting and analysing data and showed how themes and findings were obtained. This detailed information revealed how this study could be replicated.

### **3.6.2 Reliability of the Questionnaire**

Reliability in the quantitative research method was connected to the philosophy of positivism indicated in Section 3.1 of this Chapter. The primary data collection tool in the quantitative component was the structured questionnaire that contained both the open-ended and closed-ended questions. This was aimed at ensuring complementarity. Fundamentally, reliability in this study was achieved by evaluating whether the deliver-collect type of structured questionnaire and analytic procedures would produce consistent findings, however, whenever and wherever the study was to be repeated by different researchers (Msabila and Nalaila, 2013; Saunders, Lewis and Thornhill, 2011). This was done by using the pilot test based on Cronbach's alpha test (Aggarwal, 2015; Cohen, Manion and Morrison, 2011). The reliability of the structured questionnaire was tested through the pilot test undertaken at Chindwin Barracks in Kabwe. Fifteen questionnaires were administered to the officers in Chindwin Barracks, and only 11 questionnaires were collected back. The 11 collected questionnaires were analysed using the Cronbach's Alpha test. Eighty per cent of the 11 questionnaires indicated test values above 0.08. According to Pallant (2007), any value above 0.08 is indicative of acceptable reliability while test values below 0.08 indicated unreliability. The questionnaires with values below 0.08 were accordingly corrected.

### **3.7. Validity**

Validity was about establishing the appropriateness, quality and accuracy of the procedures for finding answers to the research questions (Kumar, 2011). Validity ensured that the research instruments used to measure the concept of PMS in MILTEZ empirically were representative of the concept through the defined objectives (Cohen, Manion and Morrison, 2011; Leedy and Omorod, 2005). Validity covered in this study was categorised into validity in qualitative and quantitative research methods.

#### **3.7.1 Validity of the Questionnaire**

Validity in quantitative research has its roots in the philosophy of positivism which results in objectivity, consistency in evidence of facts and deductions (Winter, 2000). Validity in quantitative research involves the determination of whether the research truly measures that

which it intends to measure (Winter, 2001; Joppe, 2000; Wainer and Braun, 1998). To ensure the validity of the questionnaire of this study, content, internal and external validity were considered. This was to ensure that the study was believable and demonstrated what it purported to measure through the accurate description and explanation. Content validity was guaranteed by subjecting the two research instruments to scrutiny by research supervisors from the University of Zambia. These supervisors passed their comments during the oral presentations and based on these comments, and the vague and incomprehensible questions were revised and reworded. Additionally, ineffective and non-functioning questions were discarded altogether. Internal validity was mainly concerned with the congruence of the research findings, to reality and observation of the degree to which the study measured what it purported to measure. This was ensured through triangulation, peer examination and collaborative mode of research (Merriam, 1998). The study collected data using the questionnaires to confirm and strengthen the validity of the findings. This was due to the recognition that gathering data through any one of the two techniques could be questionable, biased and weak. Thus, triangulation of the qualitative and quantitative data collection techniques guaranteed internal validity. The credibility of data analysis and interpretation by these peers augmented the internal validity of this research.

The collaborative model of research was invoked in this study at all stages of the research process and aimed at arriving at conclusions that depicted 'consensus among persons of different perspectives' concerning the concept of PMS in military establishments (Lynch, 1996:62). This involved sharing ideas with different fellow research students, university of Zambia supervisor and army officers for purposes of strengthening the research findings. Additionally, the researcher, though possessing particular values, beliefs and philosophies collected, analysed and interpreted the data as impartially as possible. The need to ensure internal validity through guarding against researcher bias prompted the researcher to make sure that the study was explicit, critical and faithful in the different phases of the inquiry process. The researcher remained non-judgemental, as clear as possible throughout the research process and adhered to ethical rules and principles besides reporting the findings honestly. External validity was concerned with the applicability of the findings in other settings or with other subjects. Burns (1999) postulates that external validity is concerned with the replication of the study by an independent researcher.

### **3.8 Data Analysis**

Data analysis denotes the process of studying the presented materials to determine the meaning (Singh, 2006). Therefore, it involved breaking down the complex factors into simpler ones and putting the parts together in a new arrangement for purposes of interpretation. Since this study followed a mixed research design, both qualitative and quantitative methods were employed to analyse the data collected.

#### **3.8.1 Qualitative Data Analysis**

In this study, the qualitative data was analysed based on responses that emerged from the research objectives that corroborated with the responses obtained from the field. These responses were coded based on shared or similar responses regarding the issues contained in the semi-structured interview. The responses generated from the qualitative data analysis were clustered around goal setting, performance appraisal and rewards. Kerlinger (1970) states that coding involves the translation of question responses and respondent information to specific categories for analysis. Coding in this study involved the ascription of categories to pieces of data that were decided in advance and based on the research questions. In the process of discussing and integrating the main themes that emerged from the analysis, the verbatim used by key respondents were quoted to keep the feel of the responses (Kumar, 2011; Creswell, 2009; Saunders, Lewis and Thornhill, 2001).

#### **3.8.2 Quantitative Data Analysis**

Quantitative data were done using the software Excel 2013. The Likert- scale was employed to determine the strength of the reactions about the evaluation of the effectiveness of the elements of PMS in MILTEZ. The data was presented using the frequency tables, pie charts and graphs.

#### **3.8.3 Ethical Considerations**

This study considered and adhered to the research ethics during the stages of design, data collection, analysis and reporting. During the design stage, which required gaining access to study participants in MILTEZ, great care was taken to ensure that the rights of the participants were protected and their privacy was maintained through anonymising the key informants and respondents. The guaranteeing of privacy was not only crucial in retaining the validity of research but also protecting the respondents (Saunders, Lewis and Thornhill, 2011; Blumberg, Cooper and Schindler, 2011; Creswell, 2009). Additionally, the researcher avoided the

temptation to apply pressure on study participants on the basis that this research was undertaken within the employing organisation where the researcher also works. The study participants were provided with appropriate assurances on anonymity, confidentiality and informed consent. The informed consent involved providing the study participants with sufficient information, chance to ask questions and sufficient time to respond to the questionnaire without pressure.

The data collection stage presented ethical issues concerning the maintenance of objectivity and the possibility of intruding on the privacy of the study participants (Saunders, Lewis and Thornhill, 2011; Creswell, 2009). To ensure objectivity, the researcher collected the data in full with a higher level of possible accuracy besides avoiding selectivity in the recording of data as well as fabrication of any other data not given by study participants. Upon receiving written consent from the Zambia Army to undertake this study, the researcher ensured that the individual study participants maintained their right to withdraw, or decline to participate in a particular aspect of the research or respond to particular questions. The study participants were made to sign informed consent forms before engaging them in the study.

The analysis and reporting stage required objectivity and avoidance of misrepresentation of the data collected. This study avoided selectivity for purposes of preventing the distortion of conclusions and any associated recommendations. Thus, the researcher made sure that the data were as honestly presented as possible. Recognising that ethical issues concerning confidentiality and anonymity come into play at the stage of analysis and reporting, the researcher avoided the identification of participants to make it difficult for those that might piece together the characteristics that could reveal the identity of the participants (Wells, 1994). The other technique for ensuring confidentiality of information was the locking of the data collected in a secure place and responsible disposal (destruction) of the information after the analysis.

Further, the study participants were made anonymous to a level that was difficult for others to identify them by the use of codes instead of names. This study avoided making references to specific ages, locations, real names or appointments. In guaranteeing adherence to the ethics of research and recognising the sensitivity of military information, permission to conduct research was sought from the Headquarters of the Zambia Army and the University of Zambia Research Ethics Committee (UNZAREC) before the commencement of the study. The letters of authority are attached as appendices.

#### **3.8.4 Limitations of the Study**

The study was conducted at MILTEZ in Kabwe and elicited views on the extent to which goal setting existed, how the performance of staff was appraised and extent to which good performance was rewarded. The information obtained from the key informants and respondents was limited by the security nature and sensitivities of the military establishment. The limitations above are beyond the control of the researcher but are likely to affect the findings of the study.

#### **3.9 Conclusion**

This chapter covered the research methodology based on the philosophy of pragmatism. The mixed methods research design used in this study allowed the collection of data through the semi-structured interviews and questionnaire as instruments of data collection. The sample size was 127 study participants drawn from officers of MILTEZ in Kabwe. The sampling design in this study ensured reliability and validity in the evaluation of the effectiveness of the PMS in MILTEZ. Reliability and validity were ensured through the test-piloting and modification of the data collection instruments before administering them to the actual study participants.

## CHAPTER FOUR

### EXISTENCE OF GOAL SETTING AT MILITARY TRAINING ESTABLISHMENT OF ZAMBIA

#### 4.1 Introduction

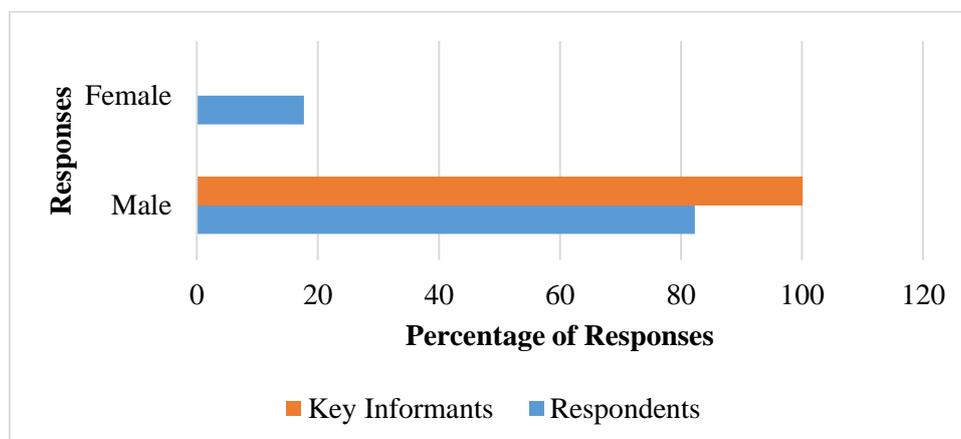
This chapter presents and discusses the findings related to the assessment of the extent of the effectiveness of goal setting at MILTEZ. It covers the demographics of the study participants, whether performance goals are set, kind of performance goals set, process followed in setting the performance goals, how realistic the set performance goals are, relevance of the set performance goals to the establishment, linkage between the set performance goals of the individual officers and those of MILTEZ, and the challenges faced in setting the performance goals as well as the conclusion.

#### 4.2 Demographics of Study Participants

The study participants comprised of 14 key informants and 113 respondents. The participant's gender, age, level of education, service in years and their designations are also presented.

##### 4.2.1 Gender

While all the 14 key informants were male, the respondents were made up of 20 females, expressive of 18 per cent and 93 males, signifying 82 per cent. The key informants and respondents provided both qualitative and quantitative data, respectively. This data is depicted in Figure 4.1.



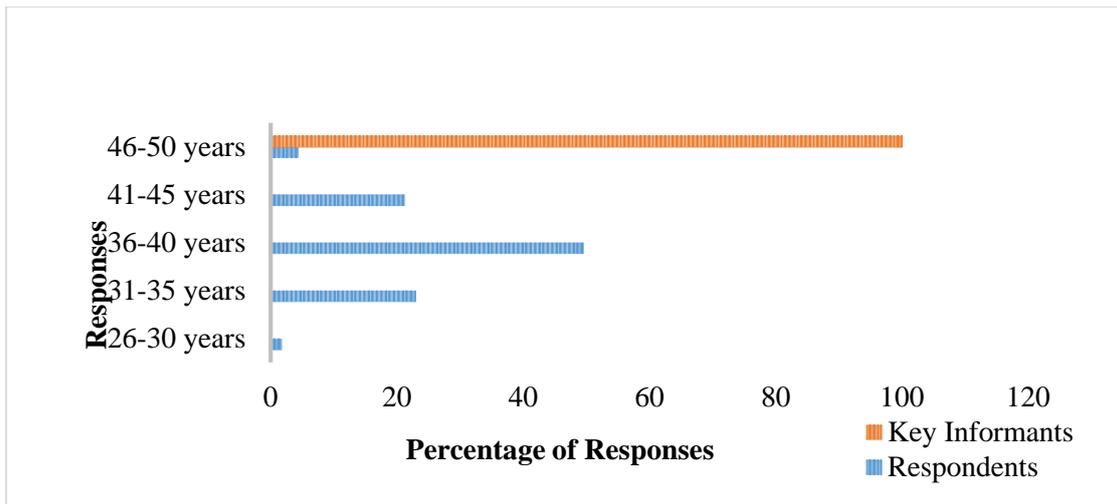
**Figure 4.1: Gender of Study Participants**

Source: Field Data, 2018

The study findings show that the establishment was male-dominated due to the hypothetically aggressive nature of the military profession. These study findings are supported by Goldstein (2017) who argues that the military, in general, is male-dominated because of the world patriarchal system that tends to spread the reluctance to allow women in combat situations by protecting them from the adverse effects of war. In support of the study findings on male dominance in MILTEZ, Williams (2017) argues that male dominance is associated with the speculation that women have lower levels of endurance and strength. This assertion is further supported by Goldman (1973), who concludes that males typically have 12 kilograms more muscle mass than females, 40 per cent more upper-body strength than females and 33 per cent lower-body strength. This makes the women less preferable, as every army desire to have the strongest of personnel so that they can deal with any tasks that may be assigned to such to them. The male dominance in MILTEZ follows this logic and only accepts reluctantly a paltry less than 15 per cent of women strength in their establishment. This ought to be raised to between 30 and 50 per cent in line with Article 19 of the SADC Protocols on Gender and Employment.

#### **4.2.2 Age**

While the ages for the key informants ranged between 46 to 55 years, the ages for the respondents stretched between 26 to 30 years and 46 to 50 years, as reflected in Figure 4.2. Two respondents representing 2 per cent were aged between 26 to 30 years, 25 respondents signifying 22 per cent, were aged between 31 to 35 years, 55 respondents expressive of 49 per cent were aged between 36 to 40 years, 23 respondents signifying 20 percent were aged between 41 and 45 years and nine respondents, representing eight percent, were aged between 46 and 50 years. The above statistics indicate that MILTEZ is primarily comprised of the middle-aged group. This middle age group is necessary for bringing out the predisposition of the responses.



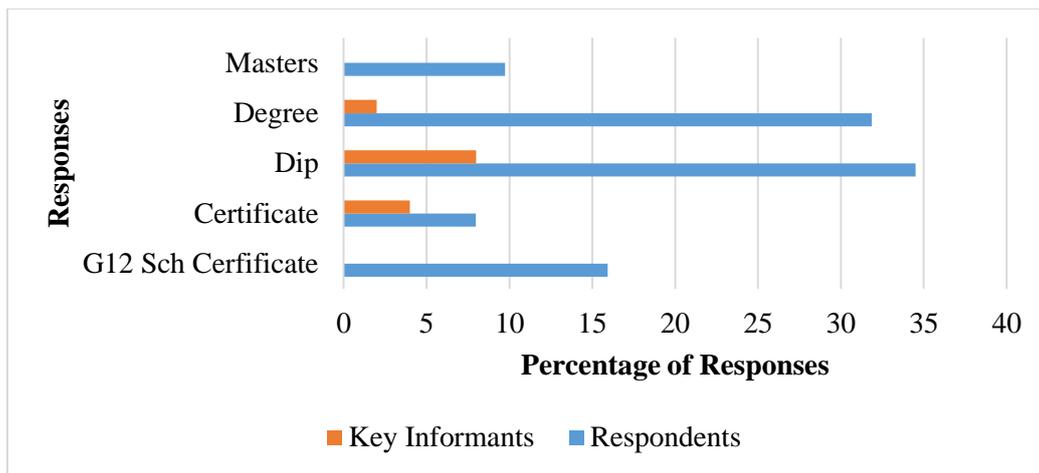
**Figure 4.2: Ages of Study Participants**

**Source:** Field Data, 2018

### 4.2.3 Levels of Education

The levels of education for the key informants and respondents varied from General Certificate of Education, Certificate, Diploma, degree Bachelor of Arts/Bachelor of Science, Master's degree to those that did not indicate their levels of education as depicted in Figure 4.3. For the key informants, two held Degree of Bachelor of Arts/Bachelor of Science, eight held Diplomas and four held Certificates. For the other respondents, 16, representing 14 per cent, held Grade 12 school certificates, 11, representing 10 per cent, held tertiary level certificates, 39, expressive of 35 per cent, had diplomas, 33 respondents, expressive of 29 percent, had Bachelor of Arts /Bachelor of Science degrees, 11, representing 10 percent, held Masters degrees and two respondents, representative of two percent, did not indicate their levels of education.

The study findings indicate that the key informants were not educated enough in the matters of PMS. Additionally, the study findings show that most of the rated officers were well endowed with sufficiently high cognitive abilities as such could adequately understand the concept of PMS and its components. The two respondents that did not indicate their levels of education could have had levels of education that were not commensurate with their appointments and feared resultant, punitive measures from the establishment. This entails that they may neither be able to comment confidently on the processes of the PMS at MILTEZ nor give an accurate picture of the system. This affects the efficacy of the findings.



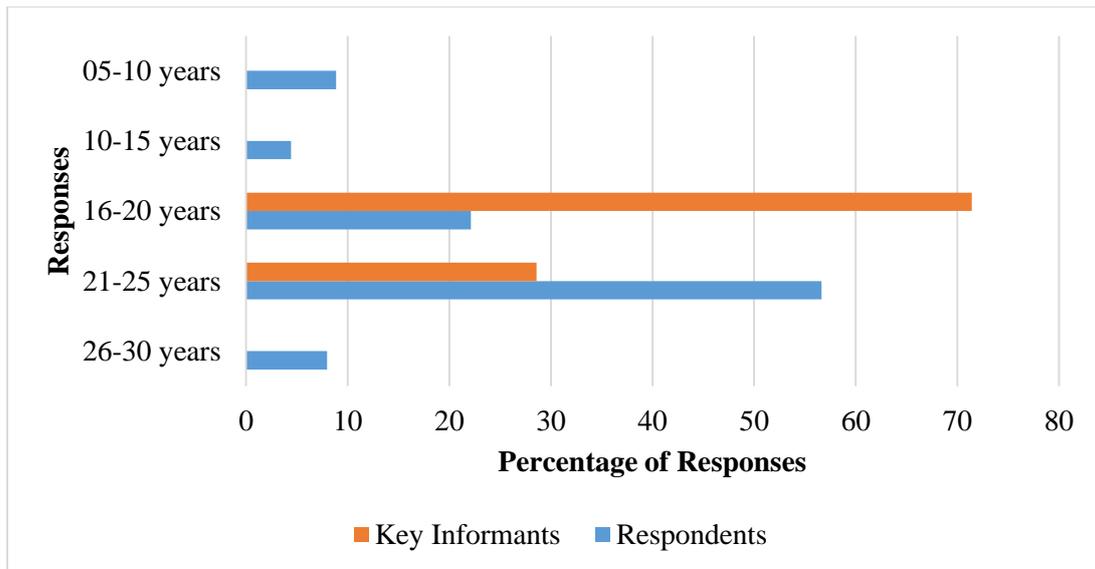
**Figure 4.3: Levels of Education for the Key informants and Respondents at MILTEZ**

**Source:** Field Data, 2018

#### 4.2.4 Service in Years

The key informants and respondents had different years of duration in the establishment, as indicated in Figure 4.4. For the key informants, 10, expressive of 71 per cent served between 16 and 20 years, while four, expressive of 29 per cent had served between 21 and 25 years. The study findings showed that five respondents, representing four per cent, served between five and 10 years; 64 respondents signifying 57 per cent had served for 10 to 15 years; 25 respondents, expressive of 22 per cent had served between 16 and 20 years; five respondents, signifying four per cent, had served between 21 and 25 years; five respondents, representing four per cent, served between 26 and 30 years, while 9 respondents, expressive of eight per cent, did not indicate their period of service.

The results indicate that the study participants had sufficient work experience in the management of personnel and the need to manage their performance through goal setting, appraisal and rewards. Additionally, it showed the officers could easily understand the concepts of PMS and its components concerning the evaluation of the effectiveness of PMS in the establishment. The respondents that did not indicate their duration in service may have feared to release this information on account of considering it as sensitive and confidential military information that needed not to be given out.



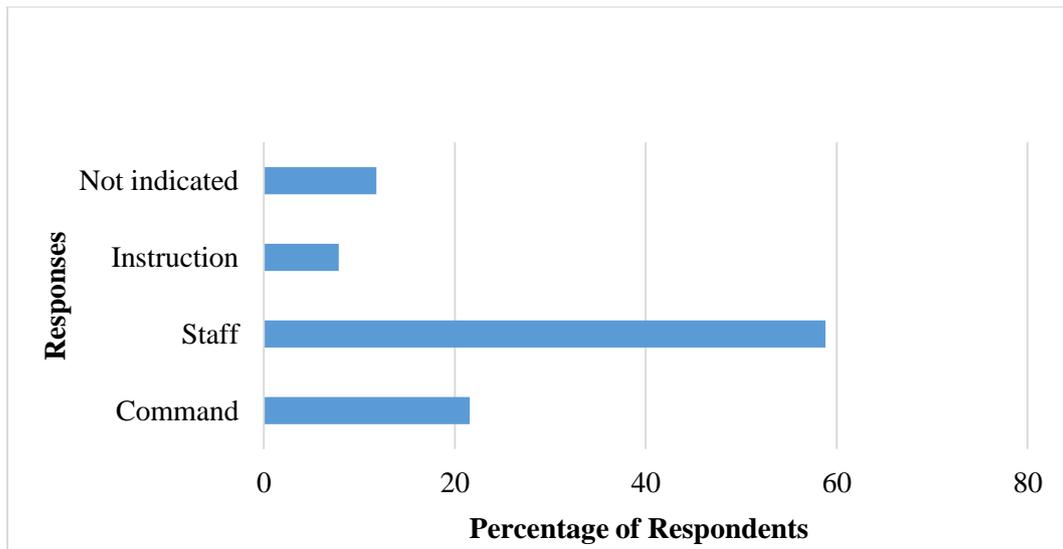
**Figure 4.4: Duration of Service for the Study Participants**

**Source:** Field Data, 2018

#### 4.2.5 Designation

While the majority of key informants held command designations, the respondents held various designations in the establishment. The categorisation of the designations was command, staff, instructional and those that did not indicate their designations, as depicted in Figure 4.5. The study shows that 24 respondents, representing 21 per cent, held command appointments, 67 respondents, signifying 59 per cent, held staff designations, nine respondents, expressive of eight per cent, held instructional designations and 14 respondents, representing 12 per cent, did not indicate their designations.

These results indicate that the majority of the respondents held staff appointments. The combination of the officers in staff, instructional and command appointments formed the body of the rated officers that were given goals and appraised in the establishment. Some of the respondent's failure to indicate their designations could be attributed to the perceived embarrassment they could suffer due to their low levels of education.



**Figure 4.5: Designations**

**Source:** Field Data, 2018

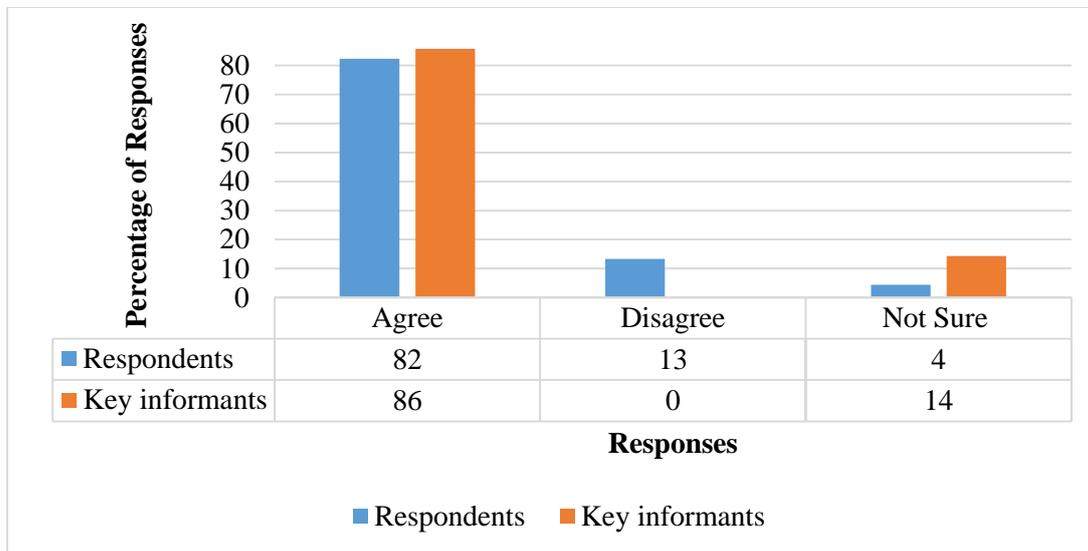
### 4.3 Setting of Performance Goals

The results showed that Commanding Officers set performance goals for the subordinate officers in the establishment. Close to 82 per cent of the respondents agreed that performance goals were set for them, 14 per cent disagreed, while 4 per cent were not sure whether performance goals were set. These responses were also supported by the key informants who indicated that goals are set for the rated officers in MILTEZ. For the key informants, 12, expressive of 86 per cent affirmed that goals were set at the establishment while two expressive of 14 per cent were sure whether goals are set. This data is depicted in Figure 4.6. Some verbatim obtained from some of the Wing Commanders were as follows:

*"The goals are set for the officers at MILTEZ. Goal setting is key to the success of the establishment as it boosts their performance through motivation, coaching and guidance." He further provided an example of a rated officer who is given the task of running a 12 weeks course in the training of snipers (Marksmen). The rated officer must transform an ordinary soldier into a marksman that possesses precision ability to shoot or hit the "bull or inner part" of a 30 x 30 Centimetre squared target at a distance of 1300 metres within 12 weeks of training" (Wing Commander, Officers Staff College).*

*"The goals are set for the officers in MILTEZ by the Commanders following the military hierarchy. The setting of goals in the establishment is*

*essentially designed for purposes of meeting the strategic objectives set by the command and are also in tandem with the ones set for everyone below my command" (Wing Commander, Technical Training College).*



**Figure 4.6: Setting of Performance Goals at MILTEZ**

**Source:** Field Data, 2018

The study findings that performance goals are set for the officers at MILTEZ following the military hierarchy are analogous to assertions made that setting of performance goals is of critical importance to ensuring the effectiveness of PMS even in military establishments that are hierarchical and discipline-oriented (Cummings and Worley, 2009; Latham and Locke, 1968). Through the setting of the performance goals for the subordinate officers, the establishment does not only warrant the vision and short-term motivation but ensures that performance goals and intentions are known for purposes of regulating the performance of the tasks. Moreover, the setting of goals at the establishment implies invoking of the commitment of the subordinate officers through this open announcement consistent with the organisational goals and vision. The invoking of the commitment is compatible with the assumptions of the GST that states that commitment is a function of the appreciation of the importance of the expected outcomes of goal commitment, belief that they can achieve the goals and engagements to others (Locke and Latham, 2002).

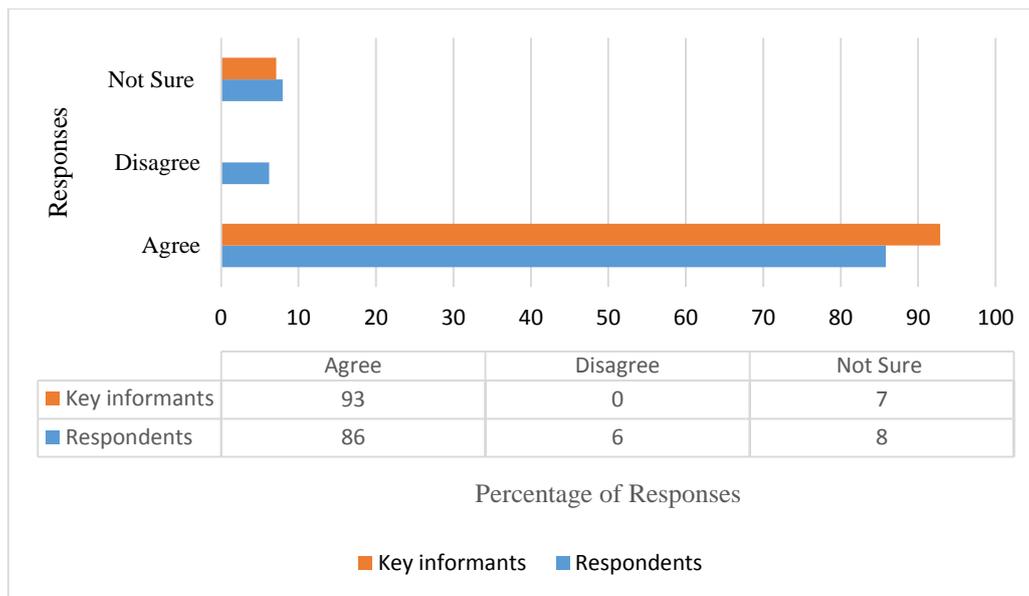
The setting of performance goals at MILTEZ, is also in line with the assumptions of the GST reflected in Section 1.6.1 of Chapter One of this study. The GST links the setting of goals to improved individual performance which ultimately contributes to the improved establishment performance. The results confirm that the establishment provides direction to the subordinate

officers about what needs to be done and how much effort they need to put in. The setting of performance goals at MILTEZ was also similar to the studies undertaken by Cummings and Worley (2009) that asserted that his process was critical to the effectiveness of the entire PMS.

However, the incongruity and uncertainty expressed by 17 per cent of the respondents, is indicative of the absence of the practice of setting performance goals in some departments and non-existence of a compelling mechanism in the establishment. The lack of awareness of the existence of the process of setting performance goals is attributable to the complexity of the PMS, or attributed to low levels of education that make it difficult for them to comprehend the provisions of the PMS in as far as setting performance goals is concerned. This agrees with the assertions that if the employees lack skills and competencies to understand the PMS, they tend to undermine the existence of the system (Khan, 2014). However, the incongruity and uncertainty do not disaffirm the existence of the setting of performance goals in the establishment. This finding, on incongruity and uncertainty, is acknowledged as one of the limitations of the PMS and the practice of setting performance goals that stimulate riskier behaviour (Mukonambi, 2016).

#### **4.3.1 Involvement of Officers in Setting Performance Goals**

On whether the respondents were involved in setting the performance goals, all the respondents answered in the negative and added that their Wing Commanders, unilaterally, set the performance goals. The one-sidedly set performance goals are then recited to the individual rated officers with details that incorporated the tasks, expectations and completion time. The statistics show that, 97 respondents, representing 86 per cent, disagreed that officers were engaged in developing the performance goals; seven respondents, representing six per cent, agreed with the assumption that officers were engaged in setting the performance goals while nine respondents, expressive of eight per cent, did not know whether officers were engaged in setting performance goals or not. This information is depicted in Figure 4.7.



**Figure 4.7: Involvement of Officers in Setting Performance Goals at MILTEZ**

**Source:** Field Data, 2018

The results indicate that the officers were not involved in the setting of performance goals in the establishment. These results are similar to postulations put forward by other researchers that the participation of the subordinate officers in goal setting did not have an impact on performance; neither did it make the setting of performance goals any less valid (Latham and Steele, 1991). These results are also supported by Cummings and Worley (2001) who posit that exceedingly bureaucratic institutions, such as MILTEZ, are characterised by the absence of low-level participation of the subordinate officers in setting performance goals. What is observed is that even without engaging them in the setting of performance targets, the subordinate officers still performed their tasks with the hope of achieving their set performance targets. This showed that participation of the subordinate officers was not a pre-requisite for the accomplishment of the set performance goals. The results suggest that participation in the setting of goals is not the critical issue but the communication of the set goals by the rating officers. The studies that are similar and dissimilar to what is obtaining at MILTEZ, where subordinates do not participate in setting performance goals, indicate that participation of subordinates in setting performance goals is not critical for all types of institutions.

However, 14 per cent of the respondents who indicated that setting of the performance goals was participative at MILTEZ, did so on account of the minimal interaction with the Wing Commanders at the stage of communicating the performance goals to the subordinate officers. Nevertheless, further interrogation of the respondents illustrates that the participation alluded to by 14 per cent of respondents, was at the stage of communicating the set performance goals

to the subordinate officers and not at the formulation stage. This still limited their participation in the setting of the performance goals. The subordinate officers still performed their tasks towards achieving the set performance goals despite not participating in the goal-setting process. In contrast with results obtained at MILTEZ, Henderson and Lussier (2015) assert that the engagement of the officers in the setting of performance goals was for ensuring that they entirely understood what was required when it was required and how the goals would contribute to the achievement of the overall establishment goals. These study findings also corresponded to the assertions made by Wright, Patrick and Raymond (1996) who states that the engagement of employees in setting the goals increased the employee's levels of commitment. The engagement of the officers in the setting of goals, in both wartime and peace times, makes the process of goal setting in PMS collaborative, participative and allows the communication of ideas on the tasks to be accomplished. These results demonstrate that the indispensable issue in goal setting is not the participation of managers and the managed, but the communication of the set goals.

#### **4.3.2 Responsibility for Setting Performance Goals**

On the question of who was responsible for setting the performance goals at MILTEZ, the study participants provided uniform responses. All the key informants and respondents indicated that the Commanding officers were responsible for setting the performance goals for the individual officers in their respective departments in line with the MILTEZ strategy of being a centre of excellence.

These findings are supported by studies that assert that the managers must assign the performance goals even without the participation of the subordinate officers (Latham and Locke, 1991; Steele, 1983). This is because PMS, on which goal-setting sits as a component, is a process that is owned by supervisors who believably not only possess extensive knowledge of the job requirements, strategic goals but also know what to observe and how to provide the feedback. In MILTEZ, the performance goals are assigned to the subordinate officers by the Wing Commanders based on the rigid rigorous, imperious military hierarchical structure. Besides, The Wing Commanders are mandated by the appointing authority to set these performance goals. As such, they fundamentally but unilaterally set the performance goals in congruence with the strategic goals of MILTEZ and then cascade them down to the subordinate officers and translate them into individual performance goals.

Conversely, Buccal (2003) argues contrary to what is obtaining in MILTEZ by stating that effective goal setting is a function of shared understanding of what is required to improve goal performance and how this performance will be achieved by clarifying and agreeing on what subordinates are expected to do (Armstrong 2006; Purcell, 2003). They further assert in the contention that PMS seeks management by agreement rather than a dictatorship. As such, the goal-setting process ought to be integrated and participative where supervisors and subordinates work together in setting performance goals, unlike in MILTEZ, where performance goals are just assigned. The Wing Commanders ought to support and commit themselves to the goal-setting system so that the subordinate officers can take them seriously (Sparrow and Hiltrop, 1994). Equally, the Wing Commanders have the duty and responsibility also to extract a commitment from the soldiers once performance goals are set. Additionally, the results show that regardless of the institution, someone must have the reserved responsibility for setting the performance goals. Although PMS seeks and thrives on management by agreement, the results at MILTEZ show that it can still thrive in a dictatorial environment. Therefore, what is essential is not only the participation of subordinate officers but the setting and communication of these goals in a clear and understandable form by the commanding officers.

#### **4.4 Process of Setting Performance Goals**

The key informants indicated that the process followed in setting the performance goals of each officer, involved the commanding officer meeting the officers on a designated date, outlining the tasks to be performed, detailing the expected levels of performance to be attained by course participants at the end of the particular course and the resources available for undertaking the tasks. After that, the commanding officer allows for additional requests or clarifications if any. Some of the verbatim given by the key informants were:

*“I call for a meeting where I spell out the tasks to be performed by the department and individual subordinate officers in the following year, expectations regarding levels of performance to be attained by the course participants and clarify any unclear issue”. I remind that in the performance of tasks, they need to show professionalism and adhere to professional ethics, job knowledge, physical fitness, military bearing, ability to motivate their subordinate. (Wing Commander Administration).*

*After receiving instructions from MILTEZ HQ, I call officers under me and give them tasks, the purpose of the course, goals to be achieved and*

*benchmarks on levels of performance, set exercise dates for the course participants and ask for comebacks from my subordinate officers. I will then clarify unclear issues and dismiss them (Wing Commander, Recruit Training Centre)."*

*"The Commanding Officer calls for a meeting where gives me details concerning his tasks to be performed, deadlines for various stages of the course and what student soldiers must be able to achieve at the end of the course" The Commanding officer usually emphasises the need to adhere to professional ethics, physical fitness, appearance and many other factors (Rated Officer 3).*

The results obtained indicate that the process utilised at MILTEZ starts with instructions connected to the mandate and strategic vision. This is similar to assertions made that the process of goal setting was all about the Commanding Officers planning and communicating performance goals and factors to every officer in the establishment (Spacey, 2017; Cumming and Worley, 2001). These findings are also emphasised by the GST that connects the process of setting performance goals to the expected performance outcomes.

Additionally, the process followed in setting the performance goals at the establishment varies with the traditional way of setting the performance goals. The traditional way of setting the performance goals allows for the superior and subordinate to mutually outline their performance expectations and agree on these (Armstrong, 2006). In contrast with the practice at the establishment, the goal-setting process is fundamentally dictated by the Wing Commander who sets the performance goals with minimal participation of the subordinate officers but with the expectation of full compliance and commitment to the goals. This is the nature of the military establishment which goes against the principles of classic PMS that also shows that the process of setting performance goals is organisational-centric.

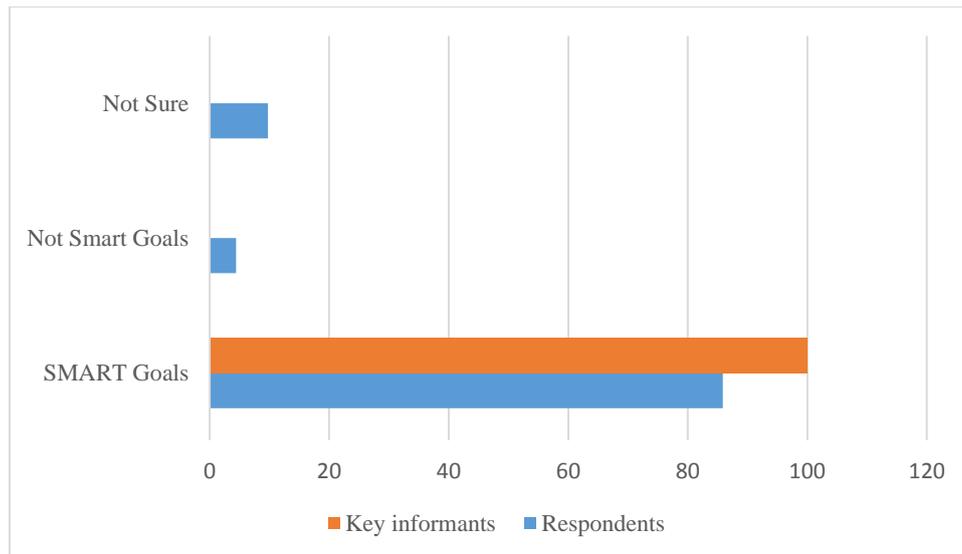
#### **4.5 Kind of Performance Goals**

The findings in this study indicate that goals set for the officers at MILTEZ are specific, measurable, achievable, relevant and time-bound thereby creating an anagram SMART. All the 14 rating officers expressive of 100 per cent indicated that the kind of goals set always specified who, what, where, when and why components as indicated in the verbatim by Wing Commander, Recruit Training Centre below. All the key informants indicated that the

characteristics were adhered to whenever performance goals were set and given to the subordinate officers. About respondents, 97 respondents, signifying 84 per cent, indicated that the kind of goals set for the officers was Specific, Measurable Achievable, Relevant and Time-bound. This data is shown in Figure 4.7. Some of the verbatim obtained from the study participants were as follows:

*"We have Soldiers Recruit Training for 24 weeks beginning January to July 2019. I want you, as Course officer, to ensure that these troops can shoot and kill an enemy at the battle range of 800 metres without being seen and also be able to effectively and efficiently conduct pacification operations in low-intensity conflicts anywhere in the world. Besides, ensure that you are professional in your training of these snipers, exhibit job knowledge and professional ethics, ensure high levels of individual physical fitness, excellent military bearing and appearance to motivate the trainee snipers"* (Wing Commander, Recruit Training Centre).

*An example of a task given to a rated officer would be: Major Chanda (pseudo name), you will run the 12 weeks upcoming Basic Snipers Course. From this class of 45 learners, ensure that at least 75 per cent can do the precision firing, hit the man-sized target, bull or inner target at a distance of 300 metres using the Chinese Sniper rifle and achieve 90 per cent first-round hits at 600 metres using the AK47 Sniper Rifle. However, do not forget your professional ethics, personal physical fitness, military bearing, good discipline and conduct as well as an appearance at all times, in and out of the training area (Rated Officer 5).*



**Figure 4.8: Kind of Performance Goals Set at MILTEZ**

**Source:** Field Data, 2018

The results help to understand the extent of the effectiveness of the goal-setting at MILTEZ. The kind of goals that are set fit in the characteristics that contribute to the effectiveness of goals setting. These characteristics are summed in the anagram SMART whose components are specific, measurable, achievable, relevant and time-bound. These findings are similar to the findings by Kamfwa (2016), who also asserted that the process of setting performance goals conformed to the attributes contained in the anagram SMART.

Additionally, the study participants informed the study that, by performance goals being specific, meant that the performance goals are operationally explained with such sufficient details that the subordinate officers found it easy to follow them through. These results are in line with assumptions made that goal specificity deals with the degree of quantitative or qualitative precision with which the performance goal is specified (Locke and Latham, 2002). This also implied that the goals are made clear about what the goal concretely dealt with. Henderson and Lussier (2015) argue in the agreement with the findings that setting specific goals ensures that each rated officer was given direction to follow and how their work fitted in with the overall objectives of MILTEZ. This meant that the rated officers were informed of what was required, when it was required, and how what was required contributed to the overall organisational performance. This was critical not only for the attainment of individual goals but those of MILTEZ as well.

The study participants understood that the idea of measurability of the set performance goal implied the provision of sufficient details regarding the extent of achievement in quality,

quantity, cost reduction and the frequency of completion. The measurability of set performance goal is illustrated by the need to ensure that, at the end of the training, the soldiers can shoot and kill an enemy at the battle range of 800 metres without being seen. This line of reasoning is also echoed by Sauers and Bass (1990), who posits that goal-setting stresses the common objective of increasing employee motivation and performance by counting what has been accomplished or not. This helps to identify how far a subordinate officer has achieved concerning the set performance goals (London, 2003). In line with the findings of this study, the rated officers were required to understand more clearly all the responsibilities associated with the given specific goals and in the process strengthen their accountability by assigning measurable goals across MILTEZ. This is in line with Lunenberg and Samaras (2011), who contends that goal setting is a key ingredient in motivating the subordinate officers towards superior performance. Similarly, the findings of this study confirmed that goal-setting at MILTEZ was about fixing expectations that are specific, measurable, achievable, releasable, and time-bound.

These findings, at MILTEZ, are also similar to the arguments put forward by Locke and Latham (2006) that fixed goals were better performed if they were clear and measurable, achieved a decent level of difficulty, motivated the individual to strive for positive goal achievement, made individuals put on more deliberate efforts towards meeting the goals and provided necessary information on the progress towards the achievement of the set goals. This contention was about knowing that what gets set as a goal gets achieved (Locke and Latham, 2006). Armstrong (2006) correspondingly stresses that PMS was a means of getting better results by managing performance within an agreed framework of planned goals. Latham, Borgogini and Petitta (2011) argue that the 1993 GPRA obliges all federal agencies to adopt a PMS that includes goal setting, coaching and the evaluation of employees on their goal attainment. Superior performance is all about accomplishing what was set as a goal. On further interrogation of the respondents that indicated that setting of performance goals did not exist, the study shows the practice was not mandatory, and there was lack of supervision of the Wing Commanders coupled with the absence of an enforcement mechanism at the establishment. However, to ensure that rated officers achieved their set goals, goal setting must be enshrined in law so that it could have the force of law. Goal setting should be a law for the public institutions, including the military establishments, and provide a firm foundation for PMS.

Following up on the understanding of attainability in goal setting the, both the key informants indicated that they understood the component of attainability as the feasibility of the

performance goals given the available of human, time and financial resources. Some verbatim obtained was:

*As a commanding officer, attainability means that I must ensure that the officers are provided with financial and qualified personnel to undertake the training, with these resources, it become difficulty for them to achieve the given performance goals (Wing Commander, TTC).*

The responses on attainability agree with the assumptions made by Latham and Locke (1990) that attainability in goal-setting was all about making available resources required to accomplish the set performance goals. The respondents envisioned attainability in terms of the resources such as the skills of the subordinate officers, required equipment (Sniper rifle) to perform the given training goals. In MILTEZ, the respondents indicated that attainability included means availability of time, human, financial, informational and other material resources. The results imply that, in setting the performance goals, the availability of requisite resources was considered.

Relevant, to the study, participants meant that the performance goal was aligned with the establishment vision, mission and values. Malcom (2011) argues in support of the practice and understanding at the establishment that relevance starts with the organisational vision, mission and values. The performance goals are linked to the establishment vision, mission and values. The vision of MILTEZ is to be a centre of excellence in the military of officers and soldiers of the Defence Force of Zambia and Southern Africa Development Coordination (SADC) member states. Time-bound, to the study participants, implied that the performance goals had target dates for completion. The study participants indicated that the performance goals were given time bounds of between Four weeks to 52 weeks, depending on the type of training being undertaken as depicted in the verbatim in this section.

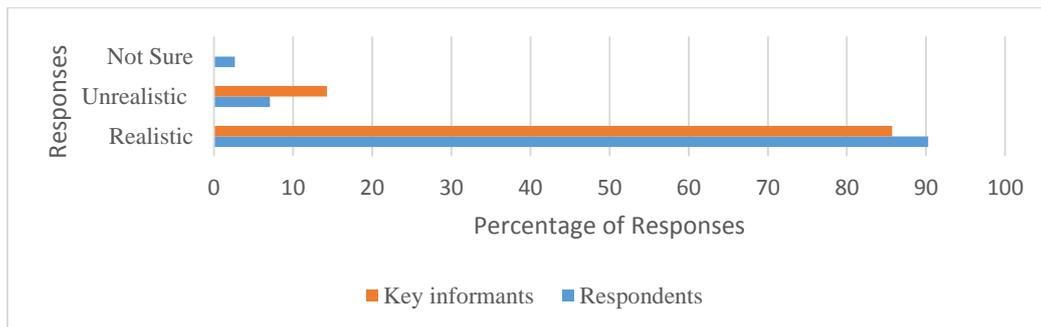
#### **4.5.1 Setting Realistic Performance goals at MILTEZ**

The study participants provide varying but similar responses to the question of how realistic the goals set for the officers were at MILTEZ. Eighty-six per cent of the key informants indicated that the goals set were realistic based on the fact there were possible to undertake and had requisite resources in terms of skilled instructional staff, weapons for conducting training, adequate and sufficient training ground or firing ranges. Fourteen per cent of the key informant indicated that the goals set were not as realistic as some of the training requirement and facilities were insufficient to realise the goals set. Additionally, the 86 per cent of the key informants

who indicated that goals set were realistic, indicated that whenever performance goals were set for the subordinate officers, the required resources were considered and, in many instances, made available. A corresponding verbatim obtained from one of the key informants was:

*After setting the performance goals, I make sure that the required resources in terms of funds, correct and adequate training ground and equipment like weapons, access to information required are made available. If they are inadequate, I inform our Headquarters. Additionally, the officer given the performance goals is expected to assess what resources are required and request for them formally (Wing Commander, Administration).*

The study found that 98 per cent of the respondents indicated that the performance goals set were realistic because the facilities and resources, in terms of skilled human resources, equipment and funds were made available though not enough to achieve the levels of performance outlined in the goals. Moreover, two per cent of the respondents were not sure of realistic the performance goals set at MILTEZ were. These results are shown in Figure 4.9.



**Figure 4.9: Setting Realistic Performance Goals at MILTEZ**

**Source:** Field Data, 2018

The study findings at MILTEZ, are similar and supportive of the suggestions advanced by Boxall (2009) who asserted that the realism of the performance goals lays in the assessment of the possibility of achieving the desired results considering the available resources. The resources required to achieve the given performance goals comprises of the instructors possessing required instructional qualifications in teaching sniper's lessons, availability of necessary equipment including the sniper rifles for delivery of practical lessons, sufficient time for delivery of lessons and conducting lessons, requisite training ground to simulate the war environment.

#### **4.5.2 Functions of MILTEZ Staff**

The study was informed that the tasks of the staff at MILTEZ during peacetime were the planning, coordination and production of training programmes for the courses, planning of live firing exercises, ensuring the safety of the trainees and trainers during live firing exercises, provision of combat service support and supervision of the given courses. The duties of the officers in MILTEZ during wartime include delivery and provision of lessons on conducting patrols, performing sentry and other duties. For conducting patrols, the Officers were expected to specific distances of 20 Kilometres, to collect specific information on the enemy, within a particular time frame. These tasks espoused the SMART in their setting.

These findings indicate that the tasks were performed in fulfilment of the performance goals. Jennings (2011) supports the performance of these tasks that contribute towards the realisation of individual performance goals in line with the overall mandate of MILTEZ. Noe et al. (2009) argue that the tasks performed by the officers form the monitored and appraised outcomes that contribute to the effectiveness of goals setting, performance appraisal and reward system. In confirmation with what the key informants had indicated, the respondents informed the study that tasks given to them by their various Wing Commanders comprised delivering of instructions regarding navigation, marksmanship, judging distances, stalking and mobile observation. Evaluate the assimilation of instructions given through practical exercises. These contributed to the achievement of the performance goals. They, additionally, stated that this, in turn, leads to the accomplishment of the overall mandate of the establishment. The work performed by these officers at MILTEZ helps them and the establishment to meet the set performance targets. Noe et al. (2009) postulated similar results obtained at MILTEZ. Further, the work undertaken by these officers is aligned to the overall establishment strategic plan and in that way contributes to the realisation of the set performance goals.

#### **4.5.3 Linkage of Performance Goals to MILTEZ Mandate**

The study findings indicate that there was a linkage between the individual performance goals and the mandate of the establishment. The Wing Commanders informed the study that they extrapolated their performance tasks and goals from the establishment mandate and set performance goals for their subordinate officers but are in line with the establishment vision, mission, strategy and operational plan. The establishment operational plan is developed to execute the strategy. The Departmental Commanders derive them from the establishment

performance goals according to their functional arrears. Some verbatim obtained were as follows:

*"I usually set interconnected yet connected performance goals for the department and individual officers. The interconnection takes the form of common goals applicable to the entire department, but each officer is given a defined part to play in the goal being achieved. "We are required to train marksmen that are capable of hitting a man-sized target at 300 metres using an AK 47 MI 6A2 sniper rifle in war conditions, and must also achieve 90 per cent first-round hits at 600 metres, using the MI 24 Weapon System with 12 weeks" (Wing Commander, Zambia Military Academy).*

*"I see the linkage between the individual performance goals, those of the department and the establishment at large in that while the establishment is mandated to train regular officers and soldiers of the Defence Force of Zambia, I am charged with the responsibility of overseeing training of small groups of officers that constitute a course at a time. In each particular year, I run four foundational and intermediate officers' courses. These are Platoon Commanders Course, Junior Command and Staff Course, Refresher Course and Potential Officers Course" (Rated officer 8).*

*"In line with the mandate of MILTEZ, I am responsible for various soldiers' courses including upgrading courses in Combat, Catering Finance, Sports and Military Drill" (Rated Officer 31).*

*"I When I am given a group of civilians recruited from the streets to train into soldiers that will engage in combat for the various units of the Army, I know that am helping MILTEZ fulfil its mandate" (Rated officer 67).*

The findings reflected above are in line with the assumptions made by Noe et al. (2006) that like at MILTEZ, the PMS begins with the organisational strategy that provides clearly defined organisational objectives, goals and values. Further, the findings are in sync with the establishment organisational profile and strategy stated in Section 1.2.1 of Chapter One of this study. The study results plainly demonstrate the connection between the individual and departmental performance goals to the MILTEZ Mandate.

This also means that the interconnected performance goals, set by the rating officers at the establishment, are extrapolated from the establishment mission and then cascaded down to the individual performance goals. As evidenced by the verbatim from the key informants, the performance goals of training the marksmen capable of hitting a man-sized target at 300 metres using an AK 47 MI 6A2 sniper rifle in war conditions, significantly demonstrates the linkage between individual performance targets with those of the overall mandate of training officers. Moreover, these results are supported by Thomson (2011), who asserts that the individual officer's performance goals must be linked to the corporate mandate of the organisation. The individual officer's performance goals in MILTEZ are structured towards achieving the broader establishment mandate.

The effectiveness of the PMS begins and depends on linking the tasks and performance goals of individual officers to mandate, mission and vision of the entire establishment (Cumming and Worley, 2011). The results agree with other researchers that assume that the manager's obligation to cascade the performance goals downwards to individuals positively impacts on the performance of the establishment (Armstrong, 2006). This is because the subordinate officers understand exactly what the establishment is focused on and how their tasks contribute to the achievement of the establishment goals. However, the results are dissimilar to assertions that in linking the individual officer's performance goals with the establishment mandate, the employees set their own goals within the organisations (Kotter and Heskett, 1992; Deal and Kennedy, 1982). The subordinate officers do not set their own goals, but the command structure performs this task due to the strong dependence on hierarchy, rigorous and imperious discipline orientation of MILTEZ.

#### **4.5.4 Relevance of Individual Performance Goals to MILTEZ Mandate**

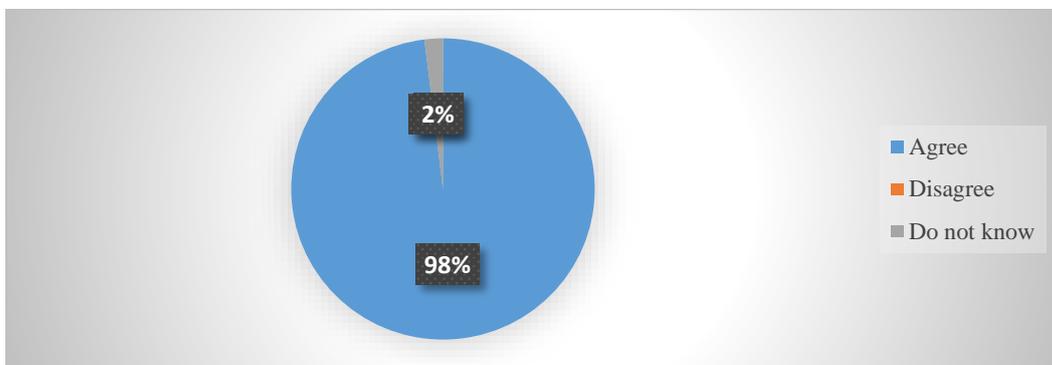
The study findings show that 98 per cent of the key informants indicated that performance goals set for the rated officers in MILTEZ were relevant to the overall mandate of MILTEZ and two per cent disagreed. The information is depicted in Figure 4.10 below. Besides, the study obtained some verbatim from the key respondents indicated as follows:

*“In giving the tasks to my subordinates, I always bear in mind the overall mandate of the establishment. The mandate of MILTEZ is to provide different types and levels of military training to train regular officers (up to Major’s rank), regular soldiers and civilians for effective and efficient*

*service in the various units of the Defence Force of Zambia.” (Wing Commander RTC).*

*"In the provision of basic military training of civilians to military personnel that will serve in the various units and formation of the Army, I ensure that goals set for officers are relevant with the mandate of MILTEZ." (Rating officer 7).*

*"We always ensured that set performance goals were resourced, reasonable and results-based so that the performance goals are in line with the larger picture of MILTEZ mandate in terms of training the soldiers in marksmanship." (Rating officer 8).*



**Figure 4.10: Relevance of set Goals to the Overall Mandate of MILTEZ**

**Source:** Field Data, 2018

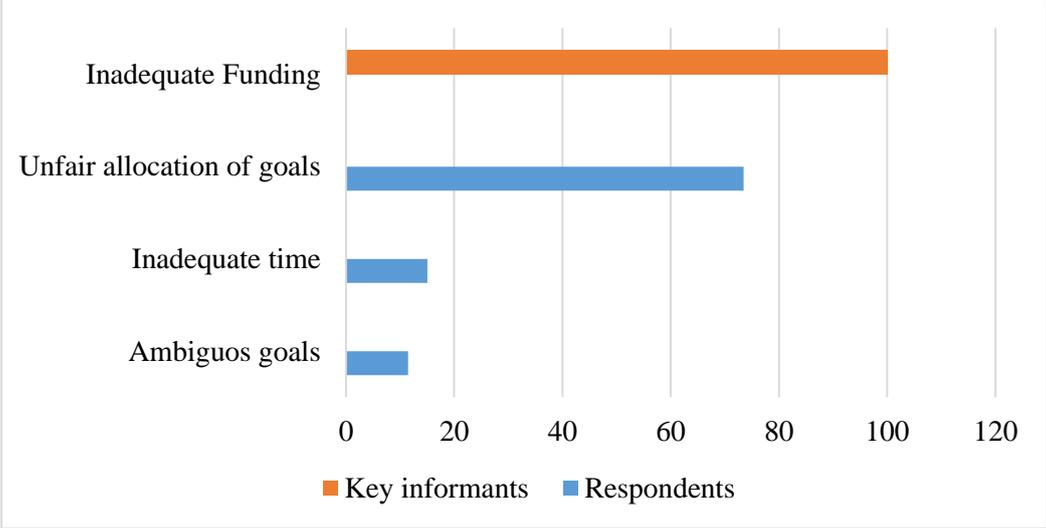
Similar to what is obtaining in MILTEZ, Cumming and Worley (2011) posit that the relevance of the performance goals is akin to the provision of resources in line with the mission, vision and values of the establishment. The results indicate that the individual performance goals were aligned to the practical situation as regards the authority granted to undertake the training, capacity of the personnel and resources made available for the accomplishment the set performance goals. The alignment of the individual performance goals to the authority, resources and capacity in the process of achieving relevance aligns well with the postulations of the GST (Bogue, 2005; Fowler, 1990). The significance of these results is that the establishment subscribes to the principle of relevance in setting the performance goals.

#### **4.6 Challenges in Setting the Performance Goals**

The study participants indicated that there were challenges faced in the setting of goals for the officers in MILTEZ. While the key informants indicated that inadequate funding to support the

set performance goals as their main challenge in setting the performance goals, the respondents pointed out that the challenges faced in setting performance goals comprised the ambiguous performance goals, inadequate time in which to achieve the given tasks and unfair approach to the allocation of goals. This information is provided in Figure 4.11.

The results indicate that there were various challenges in setting performance goals at MILTEZ, as indicated by the key informants and respondents. These challenges faced at MILTEZ, comprising inadequate funding, unfair allocation of performance goals, inadequate time and ambiguous goals, were similar those established by other studies. The challenge of inadequate funding was a common one among bureaucratic organisations that are wholly funded by governments.



**Figure 4.11: Challenges faced in Setting Performance Goals**

**Source:** Field Data, 2018

The inadequate funding echoed by the rating officers was critical to the accomplishment of the set performance goals (Cumming and Worley, 2009). The unfair allocation, as brought out by the respondents, affected the accomplishment of the set performance goals. The unfair allocation was observed through the differences in the performance goals of the subordinate officers at MILTEZ. The respondents that brought out the unfair allocation of performance goals explained that they were given high-scooped goals which were difficult to achieve. This is supported by other studies that observed the unfair allocation as a challenge in the setting of performance goals.

The other respondents that indicated that ambiguous goals as a challenge were collaborated by Pandey and Rainey (2006) who assert that public organisations were characterised by performance goal ambiguity owing to multiple and conflicting performance goal ambiguities. This was characterised by multiple interpretations that consequently masked what exactly needed to be accomplished. This situation obtaining at MILTEZ, in terms of goal ambiguity, contradicts the assumptions of GST that contend that performance goal clarity enhances employee motivation and performance (Locke and Latham, 1990).

The challenge of inadequate time in the setting of performance goals is also echoed by Wright (2004) who, assert in collaboration with the findings at MILTEZ, that inadequate time is a challenge in setting the performance goals. Further interrogation of the respondents indicates that inadequate time challenge arises out underestimation of the time required to undertake a particular task such as training of snipers. They snipers training may require 24 weeks, but the subordinate officer is given 12 weeks probably because of the need to deploy them within three months. Thus, inadequate time may lead to failure to achieve the precision accuracy required after training them at MILTEZ.

#### **4.7 Conclusion**

This chapter presented and discussed the data generated from the study participants on the assessment of the extent of the effectiveness of goal setting in the PMS of MILTEZ. The study established that, to some extent, specific, measurable, achievable, relevant and time-bound performance goals were set for the subordinate officers at MILTEZ. In setting the performance goals, the Wing Commanders exclusively developed performance goals with little or no involvement of the subordinate officers. The exclusion of the subordinate officers in the development of the performance goals is characteristic of the bureaucratic institutions such as MILTEZ. Additionally, the performance goals were linked to the establishment functions and mission (mandate).

However, the goal-setting was blemished by challenges that included ambiguity of performance goals, inadequate time in which to complete the performance goals and the unfair allocation of the performance goals. These challenges affected the effectiveness of the goal-setting in the establishment to a more significant extent and makes the process less effective. The study suggests that performance goals are clear, given sufficient time and allocated fairly. This may imply sensitising the rating officers on the need to observe these tenets.

## CHAPTER FIVE

### PERFORMANCE APPRAISAL AT MILITARY TRAINING ESTABLISHMENT OF ZAMBIA

#### 5.1 Introduction

This chapter covers the presentation and discussion of findings connected with objective two. This objective assess how the performance of officers in MILTEZ is appraised. The framework of this chapter comprises knowledge on PAS, evaluation of the subordinate officer's performance, the process of PAS at MILTEZ, reactions to the performance of officers, challenges in appraising the performance of subordinate officers and fairness of the PAS at MILTEZ and conclusion.

#### 5.2 Knowledge on PAS

According to the findings of this study, the majority of the key informants were cognisant of the existence of PAS as a meticulous annual process that was used to assess the individual rated officer's performance regarding the set goals at MILTEZ. Some of the verbatim declarations given by the key informants were:

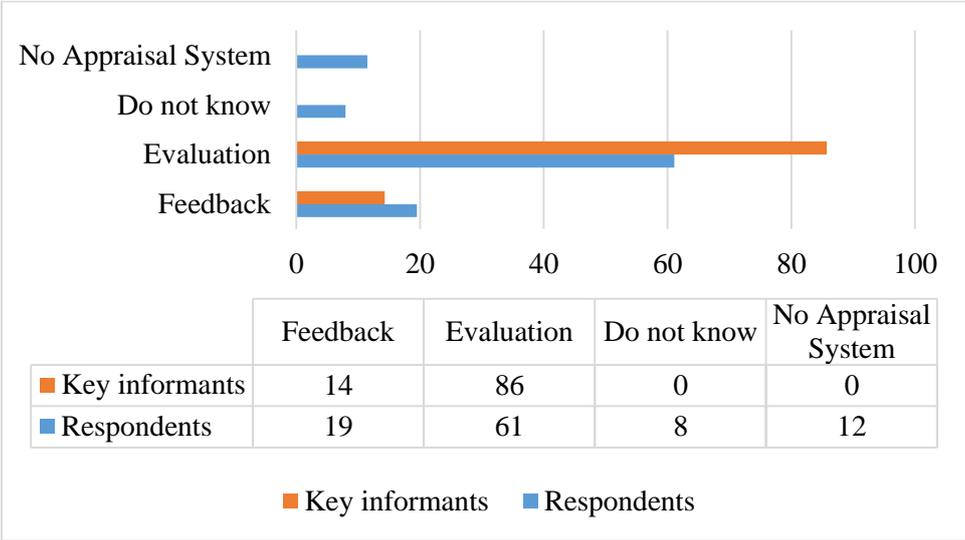
*“PAS for the establishment is a way in which the subordinate officer’s performance is assessed annually in line with their deployment in the establishment (Wing Commander, OTC).”*

*“It is a system that assists in picking out individual annual work output as much as possible to correctly evaluate the overall performance (Wing Commander, RTC).”*

*“PAS in MILTEZ has to do with performance improvement of the individual officers in the establishment. This is done in the month of October of every year (Wing Commander, Administration).”*

In addition to the verbatim stated above, two respondents, signifying two per cent, linked PAS to provision of feedback; two key informants, representing 14 per cent, stated that PAS was about the provision of feedback on their task performance and 12 key informants, signifying 86 per cent indicated that PAS was about the annual evaluation of the officer’s performance. The results from the respondents show that 22 respondents, representing 19 per cent, linked PAS to the provision of feedback; 64 respondents representing 61 per cent stated that PAS was about

evaluating the performance of officers; 9 respondents expressive of 9 per cent indicated that they did not have an idea of what PAS was and 13 respondents representing 12 per cent indicated that performance appraisal system did not exist in the establishment. The information given by respondents is depicted in Figure 5.1.



**Figure 5.1: Knowledge of PAS in PMS**  
**Source:** Field Data, 2018

These study findings indicate that the study participants are aware of the existence of PAS as an annual exercise of evaluating the work performance of the officers at MILTEZ. The existence of the PAS at MILTEZ meets one of the critical benchmarks for the effectiveness of PMS at any organisation that links goal setting and reward system (Cummings and Worley, 2009; Sabeen and Mohboob, 2008, Moorhead and Griffin, 1992). The effectiveness of PMS commences with the acceptance of the existence of PAS. These findings imply that PAS exists as a tool for assessing the work performance of the officers concerning the expectations of the establishment. (Jose, 2013; Zimbabwe Army Regulation, 2015). The PAS was used to evaluate the officers on several performance expectations indicated in Section 4.4 of Chapter Four. The factors that consisted of professionalism, job knowledge, physical fitness, military bearing and appearance ability to motivate subordinates and professional ethics. The professional ethics included evaluation of the officers regarding loyalty, discipline, integrity, moral courage and standards as well as selflessness.

### 5.3 Process of Conducting Performance Appraisal at Military Training Establishment of Zambia

Both the key informants and the respondents uniformly informed the study that the process of performance appraisal at the establishment involved the Wing Commander, as a line manager, setting a date in line with Headquarters of MILTEZ, on which the appraisal is conducted. The subordinate officers were given appraisal forms to fill in followed medical examinations. After that, the filled-in form is taken to the Wing Commander who assesses the subordinates past performance in line with the traits and associated ratings indicated on the Performance appraisal form. A meeting is then arranged where the Wing Commander communicates the results of the evaluation in terms of the scores awarded to the subordinate officer and solicits for comments from the appraised officer. The appraised officer is, after that, asked to endorse the assessment before it is sent to the establishment headquarters. Some verbatim obtained on the process of PAS at the establishment were as follows:

*"I call the subordinate officers usually in September of every year and inform them about the performance appraisal. I give them appraisal forms to fill out and get medically examined. After that, evaluate their performance but following the ratings and provisions regarding the personal traits indicated on the performance appraisal form. I then bring out identified weaknesses and areas of strength and ask the subordinate officer to endorse the form as a matter of procedure. I then send the endorsed forms to the higher headquarters "(Wing Commander, Technical Training College).*

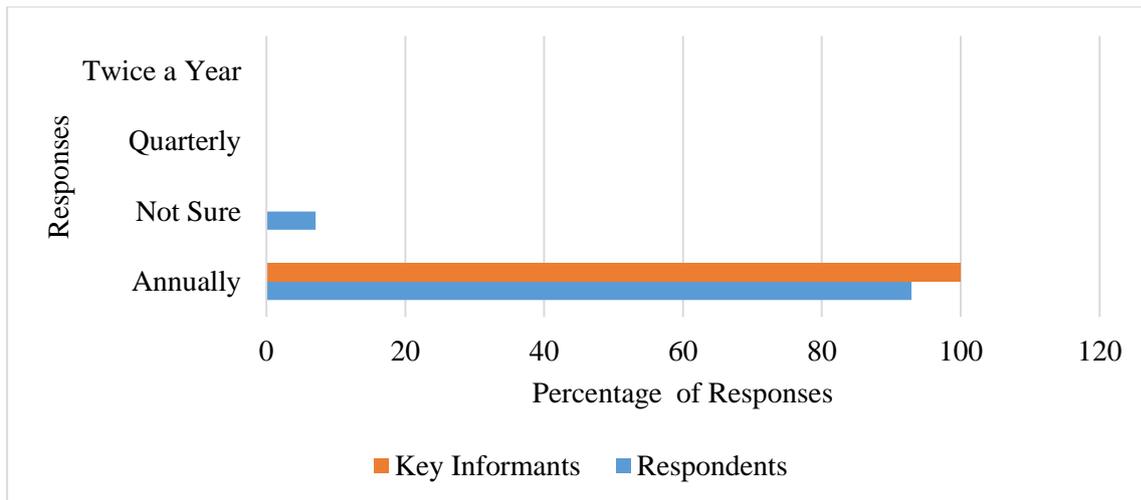
*"Somewhere in September of every year, we are given performance appraisal forms to fill and after that cause to be medically examined by an authorised medical practitioner. Then, the Wing Commander evaluates my performance in line with the traits contained in the appraisal form. These traits are usually given scales between 1 and 6 with lower numerals indicating lower gradings" (Rated officer 80).*

The results obtained concerning the process of appraising the performance of subordinate officers at MILTEZ were similar to Mwale (2016) who observed and asserted that performance appraisal in the public sector is based on personal traits and not performance. At MILTEZ, as established from the study results, is trait-based. Furthermore, the process at MILTEZ is similar

to the performance appraisal processes in other government institutions where the 'supervisor evaluates and rates' the employee according to the initially set performance objectives and traits (GRZ-MOD, 1997:6). However, the dissimilarity with results obtained by this study is that while the employee or appraisee initiates and arranges for a venue and date for an appraisal meeting, in MILTEZ, the rating officers arrange the meeting and venue for the appraisal meeting. Nonetheless, this makes the performance appraisal process less interactive, and more supervisor led. This practice is characteristic of the highly bureaucratic nature of the military, where the appraising officer leads the PAS process.

Additionally, the key informants and respondents in this study provided several answers on the question of the frequency of conducting performance appraisal for the officers at MILTEZ, as shown in Figure 5.2. From the perspective of the respondents, 93 per cent indicated in resonance with 100 per cent of the key informants that performance appraisal was conducted once in a year. However, seven per cent of the respondents were not sure of the frequency of conducting the performance appraisal for the officers at MILTEZ.

The once-a-year performance appraisal is dissimilar to the research undertaken by Khan (2007), who asserts that the appraisal in PMS should be continuous. Dissimilar to the practice in MILTEZ as established by both the key informants and respondents, performance evaluation is only valuable when it is carried out regularly. The annual performance review is not enough as employees have to wait for a year to give or receive feedback. Additionally, the annual performance appraisal works against the effectiveness of the traditional PMS in the establishment. The respondents who were not sure of the frequency of undertaking the performance evaluation indicate the lack of consistency in the appraisal of their performance. The rating officers were not conducting the appraisal that repeatedly for it to have a lasting impression on the rated officers.



**Figure 5.2: Frequency of Performance Appraisals at MILTEZ**

Source: Field Data, 2018

#### 5.4 Conduct of Performance Appraisal at MILTEZ

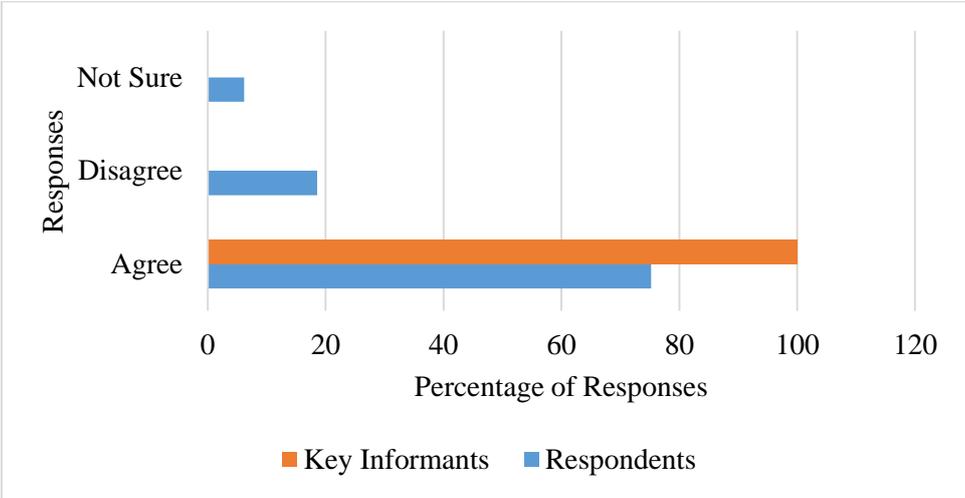
According to the findings of this study, 86 per cent of the key informants designated that PAS was conducted as an orderly once a year process that was used to assess the individual rated officer's performance about the set individual, departmental and establishment performance goals. Some of the verbatim declarations given by the key informants on performance appraisal were as:

*“Performance Appraisal is conducted in the establishment as a way in which the subordinate officers are assessed in line with their initially assigned set targets and deployment”. It is conducted once a year (Wing Commander, Infantry Training Wing).*

*"It is a system that assists me, as a Wing Commander, to pick out individual work output as much as possible to correctly evaluate the overall performance once in a year" (Wing Commander, Technical Training Wing)*

*“Performance Appraisal in MILTEZ has to do with the once a year- review of the subordinate officers’ performance for purposes of pointing out areas that need improvement of the individual officers in the establishment” (Wing Commander, Zambia Military Academy).*

On the other hand, the study respondents provided different but corresponding answers to the question concerning whether performance appraisal is conducted in the establishment. Some of the responses were in agreement with the answers given by the key informants. This was more with the respondents who stated that PAS was conducted to evaluate the performance of officers against the set goals. 85 respondents, signifying 75 per cent, confirmed that performance for the officers was conducted, 21 respondents, representing 11 per cent, disagreed with the assumption that performance for the officers at MILTEZ was conducted and seven respondents, signifying six per cent, were not sure that performance for the officers was evaluated in the establishment. The information given by study participants is depicted in Figure 5.3.



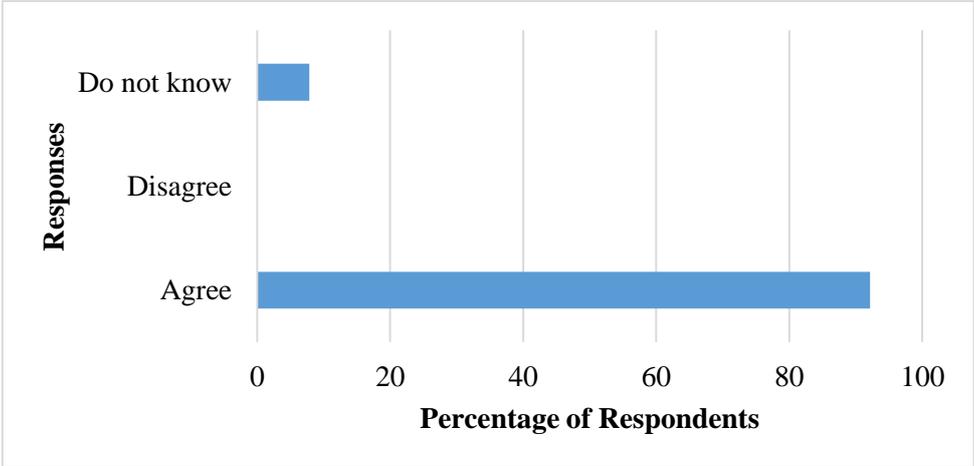
**Figure 5.3: Conduct of PAS at MILTEZ**

**Source:** Field Data, 2018

These findings are similar to the results obtained from the study of other establishments that indicate that the Wing Commanders conduct PAS for purposes of evaluating the performance of the individual officers the documented and specific expectations (Zimbabwe Army Regulation, 2015). The PAS at MILTEZ is also used to evaluate the performance of the individual officers against the performance expectations given in section 4.4 of Chapter Four of this study. The evaluation of the mentioned performance expectations serves as a basis for decisions that affected the subordinate officers' future in the Zambia Army, more especially involving the promotion, training, assignments and selection for command appointments.

On whether the respondents' work had ever been subjected to appraisal before, 104 respondents, expressive of 92 per cent, were agreeable and nine respondents, signifying eight per cent, indicated that they did not know whether their work had been subjected to appraisal. This is depicted in Figure 5.5. The responses provided by 92 per cent of the respondents confirmed the

answers that were provided by the majority of key informants. The majority of key respondents indicated that they conducted PAS to evaluate the performance of their subordinate officers.



**Figure 5.4: Appraising Performance Officers at MILTEZ**

**Source:** Field Data, 2018

The responses provided by the majority of the study participants indicated that the rated officers in MILTEZ were subjected to PAS for purposes of evaluating their performance. These results imply that subjecting the officers performance to appraisal allowed the establishment to measure the rated officers' skills, competencies, performance and recognise better than satisfactory performance. Simply put the officers performance, as demonstrated in Section 4.4 of Chapter Four was appraised for purposes of highlighting the subordinate officer's weaknesses and areas of strength in both war and peace eras, These results agree with assertions that subjecting the subordinate performance to appraisal not only helped to identify the weaknesses and strength of the individual officers, but also created an opportunity for the rating and rated officers to be fore-sighted through the establishment of the performance goals for the next evaluation period (Aguinis, 2007; Beech, 2005; Jacobs, 1980). This interaction further enhanced the skills and performance of the subordinate officers, as they were reminded, corrected, encouraged and provided with counsel on how to improve their performance or behaviour. Subjecting the officer's performance to appraisal also motivated the rated officers towards improved performance and contributed to making PMS effective in MILTEZ.

**5.4.1 Responsibility for Performance Appraisal**

This study was informed by both the key informants and respondents that the Wing Commanders conducted the performance appraisal. The study participants further indicated that the process of conducting the performance appraisal involved the filling in of the appraisal

forms by the officers who after that proceeded for medical examinations. After the medical examinations, regardless of the medical results, the rating officer evaluated the officers based on the rating scales provided on the appraisal form. Then, the rated officers are called into the appraisal meeting (Wing Commanders office), briefed on the appraisal exercise. The study participants added that the briefing includes how well or poor the individual has performed since the last meeting, the extent to which set performance goals were achieved based on evidence provided, and the factors that affected the individual's performance. The rated officers were given an already filled in appraisal form and told to endorse whatever evaluation was done on them. A verbatim obtained from the rated officers was as follows:

*“The evaluation starts with filling in of the form, followed by medical examination and then the Wing Commanders evaluation, and the Wing Commander independently evaluates the performance of the individual officers using the Likert scale based on the personal traits. The form used is devoid of the actual performance tasks, and goals given at the beginning of the year. After that, the particular officer is required to endorse the evaluation regardless of whether they are happy or not” (Rated officer 29).*

These study findings indicate that the Wing Commanders are responsible for appraising the officer's performance. These findings are similar to other public institutions, where the assessment is singly shepherded by the supervisor (Mate, 2006; Mwale, 2016). These results indicate that Wing Commanders are exclusively responsive to appraising the performance of the officers at MILTEZ. The results are also in agreement with other studies undertaken that indicate that PAS was implemented on a top-down basis in which the supervisors singly adjudicated over the performance of the employee without soliciting the active involvement of the employee (Kim, 2003). These results also illustrate that the PAS at MILTEZ endures the hierarchy of authority by the reserving the authority for performance appraisal in the hands of the rating officers.

However, the obligatory one-sided practice indicated by the study participants at MILTEZ, differ from the practice by other institutions that evaluated performance through multi-rater evaluation or multiple sources comprising supervisors, self, peers and other clients (Wood and Marshall, 2008). In this PAS, the feedback is gathered from the indicated wide range of commentators (Armstrong, 2006). Dipboye and Pointbriand (1981) assert sentiments similar to the results obtained at MILTEZ that under normal circumstances, managers or supervisors are responsible for the evaluation of performance activities of the subordinates directly under their

jurisdiction. Further, the performance appraisal is primarily a top-down assessment for the grading or rating of employees performance periodically.

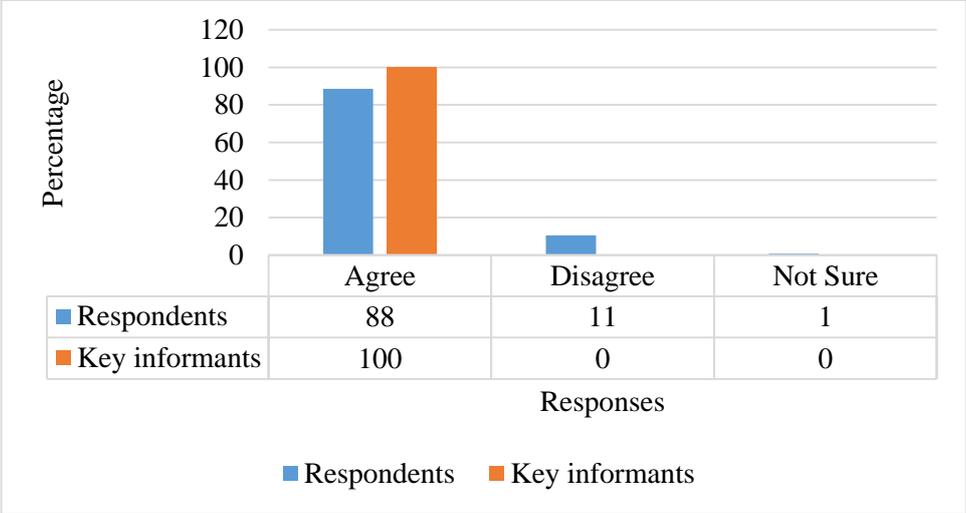
#### **5.4.2 Distinguishing between Good and Bad Performers**

The key informants and respondents indicated that the PAS in the establishment was able to distinguish between good and bad performers. Eighty-eight per cent of respondents agreed that the PAS at MILTEZ was able to distinguish between good and bad performers, 11 per cent of respondents disagreed while others were not sure whether the PAS at MILTEZ was able to make the distinction between the good and poor performers. This is indicated in Figure 5.4 below. The study participants also indicated that the PAS was able to distinguish between bad and performance through the Four-to-Six levels quantitative ratings indicated on the performance appraisal form with the highest and lowest aggregate scores indicating good and bad performance. A verbatim obtained from the study participants was as follows:

*"The performance appraisal form has numeric scales ascribed to different levels of rating scores related to personality traits ranging from 1-5 or 1-6. The officers who score the highest aggregate scores are regarded as the best performer while the officer with lowest scores is considered a lousy performer (Wing Commander Administration).*

The results show that the PAS at MILTEZ can distinguish between good and bad performance. This makes it useful as it meets the criteria postulated by Jacobs (1980) that PAS must distinguish between the more efficient workers from the less efficient workers as well as discriminate between the strengths and weaknesses of an individual. These findings are also analogous to declarations that PAS ought to distinguish between bad and excellent performance by weighing the quantitative degree of accomplishment of each particular personality trait depending on the subjective judgement scores of the rating officer (Randell, 1994; Beech, 2005). The use of numeric rating scales on each personality trait facilitates the quantitative discrimination of the good and bad performance at MILTEZ. However, dissimilar to the practice at MILTEZ but supporting the respondents that indicated that PAS was not able to distinguish between good and bad performers (Cummings and Worley, 2009; Sharma et al., 2013). The results suggest that PAS at MILTEZ had problems with distinguishing between good and bad performers. This problem may be addressed by adopting the multi-rater performance appraisal involving multiple sources of appraisals in the evaluation of the officer's

performance especially those that may have had contact with the subordinate officers in the performance of their tasks.

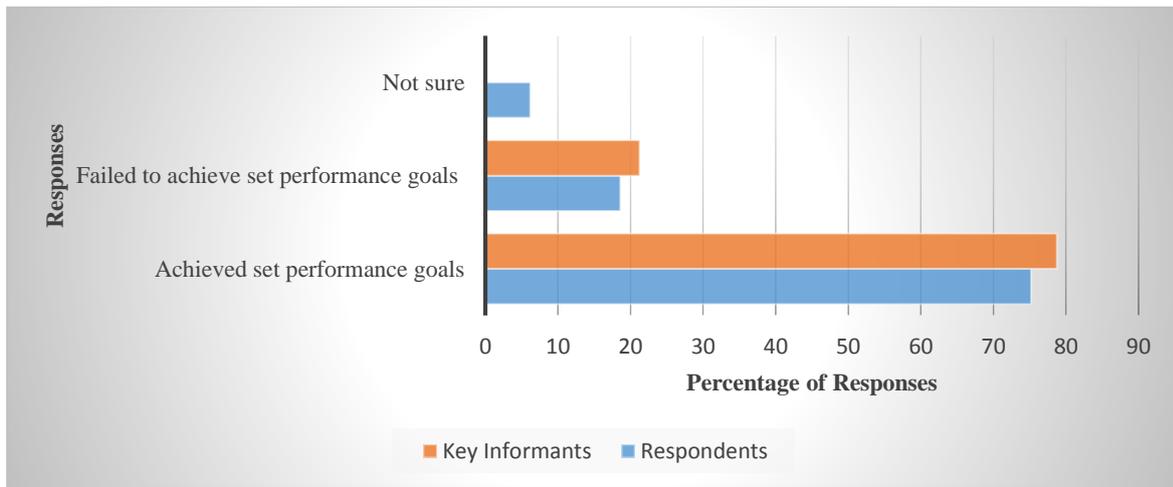


**Figure 5.5: Distinguishing Between Good and Bad Performance**

Source: Field Data, 2018

**5.4.3 Command Reaction to Officer’s Performance**

On the establishment command reaction to the officers that achieved or failed to achieve their performance goals, the key informants indicated that 79 per cent of the officers achieved their goals while 21 per cent failed to achieve their set performance goals. The information obtained from the key informants corresponded with results obtained from the respondents. Seventy-five per cent of the respondents indicated that they had achieved their performance goals, 21 per cent had failed to achieve their performance goals while six per cent of respondents were not sure whether they had achieved or failed to achieve their set performance targets. This information is shown in Figure 5.7.



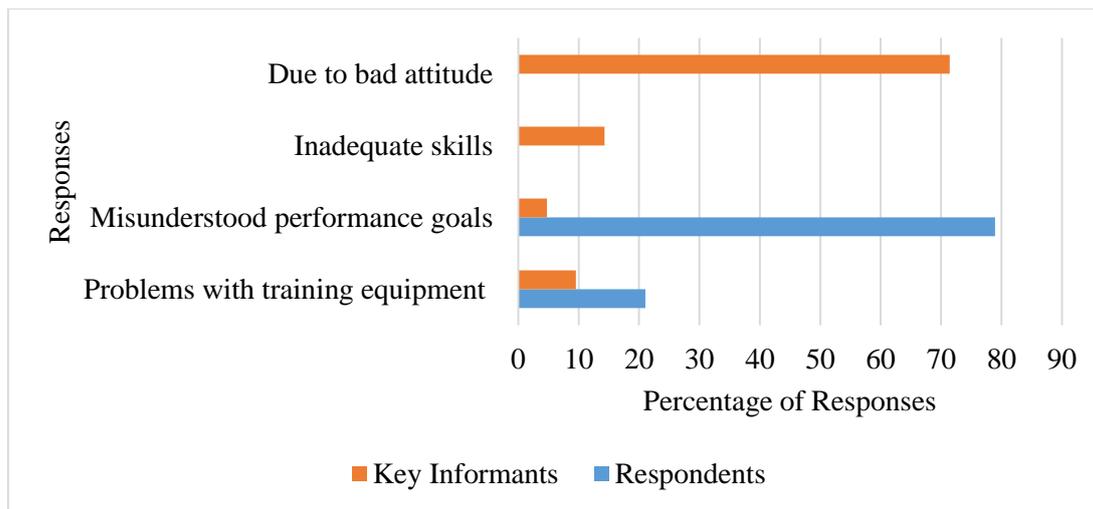
**Figure 5.6: Reaction to officers performance at MILTEZ**

**Source Data:** Field Data, 2018

The MILTEZ command structure's reaction to the performance of the subordinate officers showed that the performance appraisal provided results on which command based their reaction to either good or bad task performance. The management reaction to the task performance of the subordinate officers relates to the assessment of how the performance of the officers is appraised. The validity of the performance appraisal system depends in part on the reactions of the managers to those that achieved or failed to achieve their performance goals (Long and Kowong, 2013). The key informants indicated that those who surpassed their performance goals were either rewarded or sanctioned, as indicated in sections 6.2 and 6.3 of Chapter six of this study. The significance of the results is that the reaction of the commanders shows that the PAS is followed in the process of evaluating the subordinates officers performance for purposes of motivating their performance.

#### **5.4.4 Reasons for Failing to Achieve Set Performance Goals**

On the reasons for failing to achieve the set performance goals for officers at MILTEZ as shown in Figure 5.8 below, the results from respondents showed that 21 per cent failed on account of problems associated with the training equipment, and 79 per cent misunderstood the performance goals. The results are in contrast with the key informants who indicated that 10 per cent failed on account of problems with training equipment, five per cent misunderstood the performance goals, 14 per cent failed due to inadequate skills and 71 per cent failed due to bad attitude towards the performance goals.



**Figure 5.7: Reasons for Failing to Achieve Performance Goals in MILTEZ**

**Source:** Field Data, 2018

The failure to accomplish the set performance goals was caused by problems associated with training equipment as evidenced by the 10 and 21 per cent of the key informants and respondents, respectively. The study represents a functional failure to provide required adequate human resources to get the set goals achieved. These findings are dissimilar to the situation in MILTEZ where adequate resources are not provided, leading to the failure for some subordinate officers to get tasks done and performance goals achieved. Kaiser, Hogan and Grieg (2008) assert that adequate resources ought to be provided right and on time. The inadequate outdated military training equipment may contribute significantly to the failure to achieve the set goals of producing snipers that can make precision hits at man-sized targets at 300 metres. This is a dent on the performance appraisal and PMS of the entire establishment of MILTEZ.

The misunderstanding of the performance goals can lead to failure to accomplish the set performance goals as established at MILTEZ. Noe et al., (2011) asserts, in support of the findings at MILTEZ, that employees need to have an understanding of the job requirements if they are to achieve the given performance goals. Misunderstood or ambiguous job and performance goal specification coupled with unclear measurability tools can lead to this failure to accomplish the set goals. The parameters and how the achievements ought to be measured must be spelt out so that the misunderstanding does not exist. The expected levels of achievements must be indicated if they are in the form of quantity, degree of quality, cost reduction and completion time. The results are similar to assertions that the lack of continuous performance evaluation also contributes to the failure to achieve the set goals (Braun, Hyall and Benson, 2010). This is because problems and the misunderstandings that could be identified

and dealt with by continuous evaluation are only sorted out at the end of the year. However, the reasons advanced by the respondent's conflict with the responses given by key informants indicate that the reasons for failure are mainly the bad officer's attitudes toward work and the accomplishment of the set performance goals. According to Rowland and Hall (2013), the conflictual situation observed at MILTEZ as regards reasons for failure to achieve the set performance goals exists in many public organisations.

As established and accepted 14 per cent of the key informants, inadequate skills also contribute to the failure to accomplish the set targets. This is directly related to the achievable component, where consideration of the officer's capability is made at the time set the performance goals. Latham (2003) posits in support of the findings in MILTEZ that officers must have sufficient capacity in terms of skills to understand and accomplish the set targets. Inadequate skills make the officers believe that the set goals are unreasonable and unattainable as such, failure to achieve these goals (Braun, Hyall and Benson, 2010; Bandura, 1997). The results imply that the reasons for failing to achieve the set performance tasks may not exclusively be blamed on the subordinate officers at MILTEZ but also on management. This requires that the two divisions work together to ensure that the set performance goals are achieved. While the individual subordinate officers require to push in their best effort and persistence, the command element needs to ensure that adequate resources in terms of funds and requisite skilled human resources are made available on time.

### **5.5 Fairness of PAS at MILTEZ**

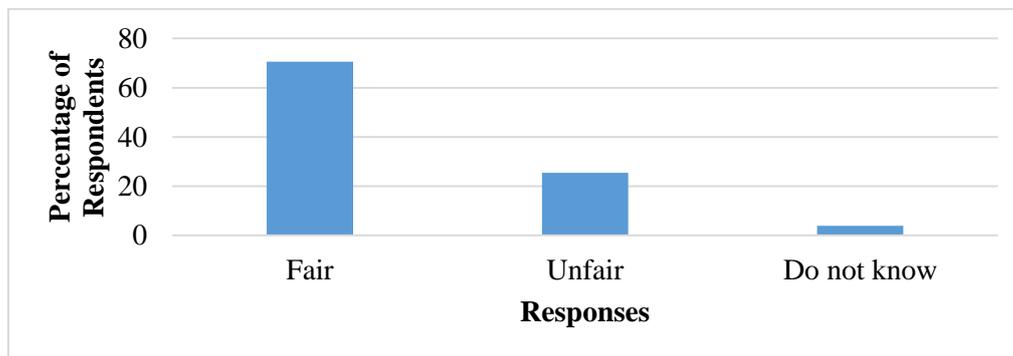
The study key informants and respondents provided various reactions to the questions on the perception of fairness of PAS as depicted in Figure 5.14. The majority of the key informants perceived PAS in MILTEZ as fair. Some of the verbatim statements attributed to the majority key informants were:

*"I think that PAS is fair as everyone is talked to and the best performing officers are always rewarded either by being given superior appointments or recommended for the medals of honour" (Wing Commander, Administration).*

*"This PAS is fair in the procedure, distribution, interpersonal and informational" (Wing Commander, ZMA).*

*"The appraisal system is fair, but there is no seriousness in approach. It is just an academic exercise that is not meant to improve the performance of either the personnel or the system" (Wing Commander, ITW).*

This assessment was in line with 80 respondents, signifying 71 per cent, who affirmed that the PAS in the establishment was fair. Twenty-eight respondents, representing 25 per cent, indicated that the PAS was unfair and five respondents, signifying 4 per cent, indicated that they did not know whether PAS was fair or unfair.



**Figure 5.8: Fairness of PAS at MILTEZ**

**Source:** Field Data, 2018

The findings of this study were in concord with the controversy associated with PAS, where many rated officers perceived it as a punitive tool designed to intimidate and dominate the employees. This controversy lingers on because the rated officers that get blameless performance appraisal "applaud" the PAS, while the rated officers that get bad performance appraisal demonise the PAS and perceive it as unfair (Roberts, 1998:301).

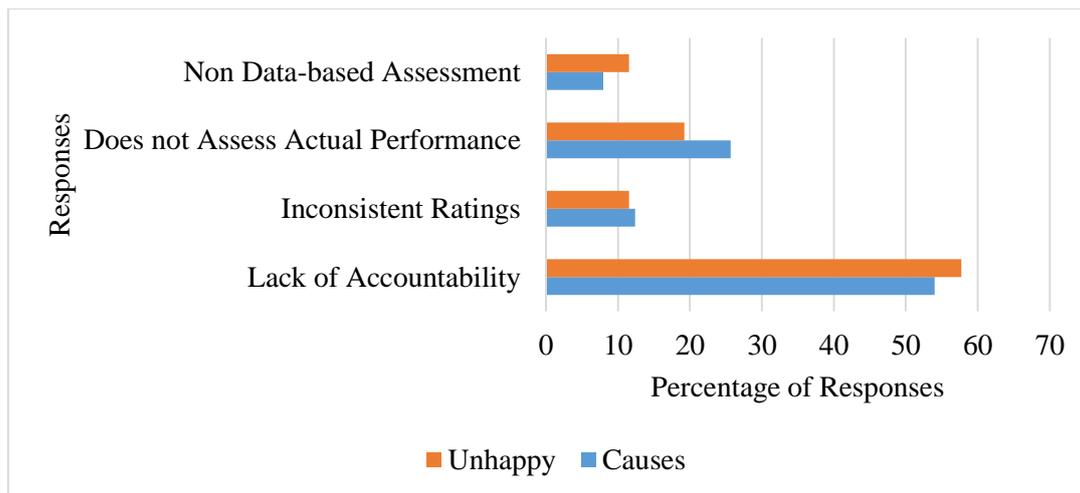
However, Abdullah (2012) affirms that the employee's perception of fairness of the PAS was the final check for the effectiveness of the system. The Organisational Justice Theory (OJT) also admits that the effectiveness of PAS was dependent upon the perception of fairness attributed to PAS. The PAS was required to be fair, consistent in application and in complying with the governing laws, rules and regulations. The PAS was required to ensure that the results were fair, accurate and supported by evidence. Additionally, fair PAS must allow the rated officers to comment on their appraisal results, express agreement or otherwise, appeal the results or at least request for a review by an up line supervisor. The straight forward application of PAS should be acknowledged and agreed wholly by the entire chain of command. The effectiveness of PAS was also dependent on the validity of the evaluation instrument and its

ability to measure the performance against the functionally related activities. The PAS that fails to engender a perception of fairness was ultimately ineffective because it does not, in any way, enhance the work performance.

The findings in this study indicated that the minority key informants and 25 per cent of the respondents perceived PAS in MILTEZ as unfair. This perception is shared with other studies undertaken in the public sector that characterise PAS by lower perceived values, discouragement and negative perceptions (Mate, 2006; Campbell al., 1996; Hughes, 1986). These study findings also agree with Bretz, Milkvich and Read (1992) who assert that most employees perceive PAS as being partial, vague, and inappropriate. The minority of the study participants viewed PAS in MILTEZ as just an academic exercise that was not designed to improve the performance of either the rated officers or the establishment. However, what the employees needed was a fair PAS that would have provided the rated officers with timely and unbiased feedback regarding their performance in their jobs. This could have led to happiness in their careers and engendering of enhanced work performance (Suliman, 2007). These negative perceptions have the potential to make the establishment of PAS as a source of extreme frustration. The PAS in MILTEZ is said to be unfair due to the poor criteria used for the evaluation of traits rather than performance-based (Ivancevich, 2004; Lee, 1985).

### **5.5.1 Satisfaction and Dissatisfaction of the Subordinate Officers with PAS**

The results obtained on whether the subordinate officers were happy with the PAS at the establishment specified that 68 per cent of the respondents were happy, 26 per cent were unhappy, and six per cent were unsure as shown in Figure 5.9. The respondents that indicated dissatisfaction with the PAS at MILTEZ, did so on account of the observed lack of accountability on the part of the rating officers, non-data based assessment, inconsistent ratings on the appraisal forms and difficult of measuring actual performance due to the design of the performance appraisal form.



**Figure 5.9: Satisfaction of Officers with PAS at MILTEZ**

**Source:** Field Data, 2018

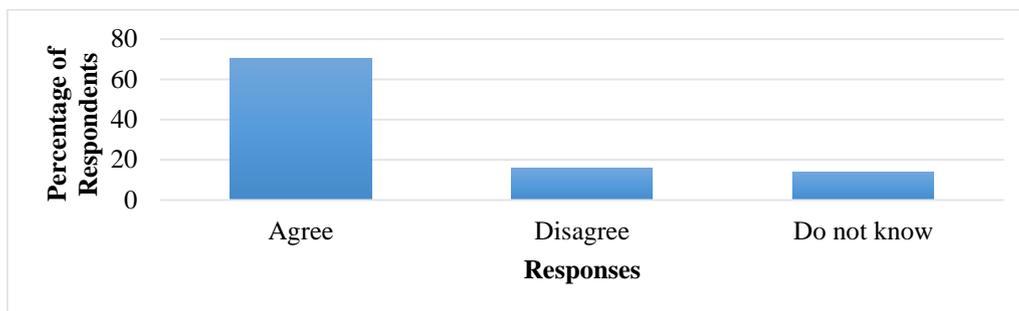
These results indicate that some of the subordinate officers are unhappy with PAS owing to the reasons indicated in Figure 5.9. The reasons advanced by the subordinate officers, that are not satisfied with PAS at MILTEZ, are similar to negative implications of the PAS advanced by Rademan (2001) who suggested single rater appraisals are not only subject to singular opinions but also unreliable subjective appraisals. Such appraisals have the inherent character of making the appraised officers dissatisfied with the results of the single rater performance appraisals. Dissimilar to the findings at MILTEZ, other researchers suggest a holistic evaluation of the performance of subordinate by multiple raters that ensure objectivity (Spangeberg, 1994; London, 1997). The multiple raters are objective and as such command satisfaction from the subordinate officers.

The results of the causes of unhappiness with the PAS at MILTEZ are similar to findings made by other researchers that attributed the source of unhappiness to the non-data assessment and faulty criteria for measuring performance. As established by this study, MILTEZ performance appraisal is based on the rating officers memory and personality traits rather than the performance results. This makes the performance appraisal at MILTEZ fail to concretely observe and measure the results of the performance of the subordinate officers (Moon, 1997; Spangenberg, 1994). While a few personality traits are related to the set performance goals; many traits are neither related to the task given nor the set performance goals. Besides, not indicating the level of accomplishing the set performance goals, the performance appraisal form shows the scores against the trait. This is entirely unrelated and makes the subordinate officers dissatisfied with the appraisal at MILTEZ. This is on account of the performance appraisal

being subjective and less effective. This is even though MILTEZ is a military establishment that conforms to rigorous and imperious discipline and demands that subordinate officers acquiesce to the assessment of the superior officer without questions. The performance appraisal needs to reflect objectiveness, if it has to be effective. That the subordinate officer may not be able to get along with the supervisor or show open loyalty, may not be translated into disloyalty or failure to achieve the set performance target just because the way of measuring actual performance is not captured or does not appear on the performance appraisal form. This, too, frustrates and makes the subordinate officer unhappy even more as they consider the PAS problematic and unreliable.

### 5.5.2 Link between PAS and Set Performance Goals

The findings indicated that PAS was linked to the set goals. The majority of the key informants gave these affirmations. Eighty respondents, expressive of 71 per cent, confirmed the linkage of PAS to goal setting. Eighteen respondents representing, 16 per cent, were in disagreement and 15 respondents, representing 14 per cent, did not know whether PAS was linked to the set goals. The information regarding the linkage of PAS to set goals is depicted in Figure 5.11.



**Figure 5.10: Link between PAS and performance goals**

**Source:** Field Data, 2018

The results indicate that the PAS at MILTEZ is, to the extent indicated by the 29 per cent of the respondents, not linked to the set goals. The study participants indicate that the performance appraisal is more focused on the personal traits rather than the set performance goals. These results are consistent with the assertions made by Cummings and Worley (2011) that performance appraisals in bureaucratic institutions typically exhibit invalidity and unreliability as they are focused on 'prespecified personality traits'. The level of disagreement shown by the results makes the performance appraisal at MILTEZ subjective and ineffective. With this level of disagreement on the effectiveness of PAS, it can be inferred that the PAS is not effective and needs interventions for it to meet the desired levels of effectiveness.

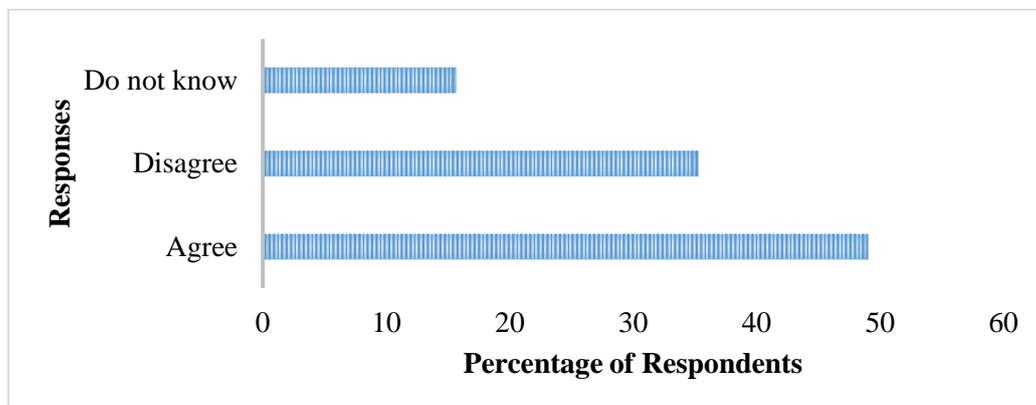
### 5.5.3 Involvement of Officers in the Evaluation of Performance

The study participants provided different answers to whether the rated officers were involved in the evaluation of their performance. The majority of the rating officers confirmed that the rated officers were involved in the evaluation of the performance. Some of the verbatim extracted from the key informants were as follows:

*"The commanding officer evaluates the performance of the subordinate officers without the involvement of the subordinate officers" (Wing Commander, OSC).*

*"the heads of departments evaluate the performance of the officers in line with the personal traits of the individual officers, and in the process asks them to endorse the appraisal" (Wing Commander, ZMA).*

Regarding the involvement of the rated officers in the setting of performance objectives and the evaluation of their performance, 55 respondents, expressive of 49 forty-nine per cent, agreed; 40 respondents, signifying 35 per cent, disagreed and 18 respondents, representing 16 per cent, indicated that they did not know whether the rated officers were involved in objective setting and evaluation of their performance. This information is reflected in Figure 5.13.



**Figure 5.11: Involvement of Officers in Evaluation of Performance**

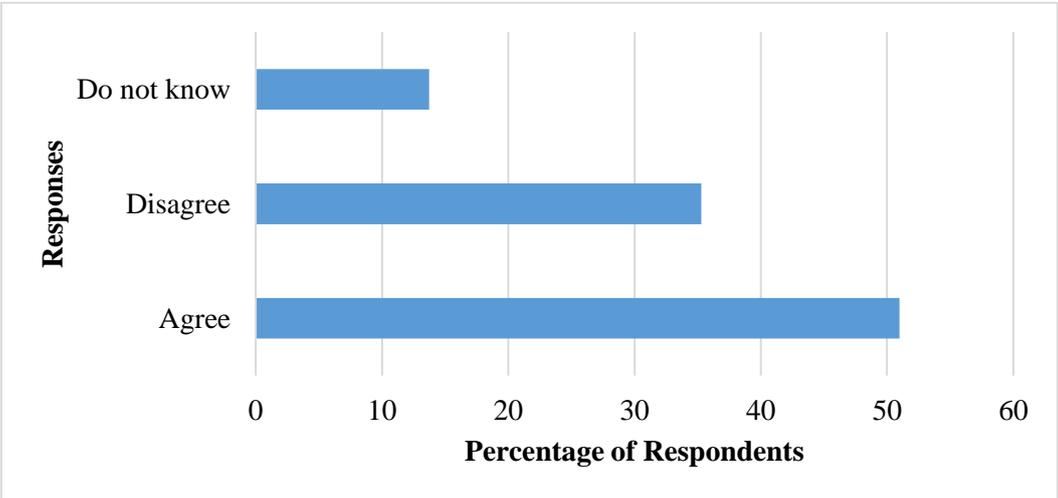
**Source:** Field Data, 2018

The findings show that the subordinate officers are not involved in the evaluation of performance at the establishment. These results agree with Pelissero (1984), who posited that there was no point during the evaluation period that a rating officer was required to discuss the evaluation of performance with the rated officers. The results imply that the PAS at MILTEZ does not oblige the rating officer to involve the rated officers in the evaluation. This phoneme

is unique to highly bureaucratic institutions such as MILTEZ. Dissimilar to the practice obtaining in MILTEZ where the subordinates are involved in the evaluation of performance, Roberts (2003) argues that the participation of the subordinate officers in the evaluation of their performance engendered an atmosphere of cooperation and support, ensured acceptance of the outcomes, reduced tensions, defensive behaviours and rater-rated conflicts. Thus, the employee participation in the evaluation of performance would boost the motivation, feelings of fairness and the overall acceptance of PAS in MILTEZ.

**5.5.4 Disseminating Outcomes of Performance Appraisal**

The question of whether the outcome of performance appraisal was disseminated to the officers attracted different reactions ranging from agreeing, disagree with doing not know. In this study, 57 respondents, signifying 51 per cent, agreed that the outcomes of performance appraisal were disseminated to the officers. This was in agreement with the responses provided by the key informants. Forty respondents, representative of 35 per cent, disagreed while 31 respondents, expressive of 28 per cent, indicated that they did not know whether the outcomes of the performance appraisals were disseminated to the rated officers. Figure 4.19 depicts this information given by the respondents.



**Figure 5.12: Disseminating the Outcomes of PAS at MILTEZ**

**Source:** Field Data, 2018

The findings in this study indicated that the outcomes of PAS were disseminated to the rated officers because they needed to know how well or otherwise they were performing. The dissemination of the outcomes of the PAS provided the rated officers with an opportunity to know their strong and weak areas and knew how they and their establishment were performing.

Similarly, Rao (1984), asserts that the dissemination of the outcomes of the performance appraisal was critical to PAS and PMS in general, as it was only through the dissemination of the outcomes of the performance evaluation to the concerned officers that future improvements in both performance and effectiveness of PAS could be ensured. The indication by the minority of key informants and 35 per cent of the respondents that the outcomes of the performance appraisal were never disseminated to the rated officers mostly invalidated the PAS in MILTEZ to some extent.

The outcomes of the PAS needed to be communicated to the officer concerned, as this was not the only way civil servants were made aware of their performance but also what they could do to improve their future performance. The performance appraisal ultimately reflected not only the supervisor's perceptions but also those of the employees and clients within and outside the organisation as well. The lack of dissemination of the outcomes as indicated by the minority of key informants and 35 per cent of the respondents could be dealt with through the use of performance evaluation technology or other recent electronic models that relied on the feedback from the peers, other rating officers, commanders or leaders and fellow subordinates. These technologies are faster in processing the goals, evaluation and permit the faster dissemination of PAS results.

## **5.6 Challenges in Appraising Performance**

On the challenges of the appraisal system employed at MILTEZ, the study participants provided a plethora of answers. The key informants indicated that the challenges faced during the appraising of officers comprised of the absence of the actual performance targets on the appraisal form, high anxiety of the subordinate officers and absence of the mechanism to challenge the appraisal.

The performance Appraisal at MILTEZ is designed to measure the personality traits of the rated officers, rather than the actual performance tasks given during the goals setting stage. This is dissimilar to other establishments that employ either the behavioural or results-based performance appraisal (Mwale, 2016). The trait-based performance appraisal indicated by the study participants purports to evaluate traits that are difficult to evaluate accurately. The appearance and bearing, loyalty, reliability, power of expression, instructor ability, physical fitness and sense of duty traits are essential and easy to identify but difficult to evaluate accurately (Mwale, 2016; Jose, 2013). Additionally, these physical and personality characteristics exhibit little job-relatedness as such suffer from invalidity and unreliability in

measuring the set performance targets. The results indicate that the appraisal system at MILTEZ does not measure performance but traits, thus, making it ineffective. Additionally, it does not indicate what the subordinate officer has to do differently in order to improve the performance.

The respondents indicated that the additional challenge observed was high anxiety associated with the subjective evaluation process. The source of the high anxiety among the rated officers emanated from the immunity possessed by the rating officers at MILTEZ. The rating officers were not accountable for their inaccurate rating on account of the aggressive nature of the institution. The lack of accountability makes the practice of performance appraisal divergent from what Cumming and Worley (2011) who state that an effective performance appraisal system is characterised by accountability and acceptance by the users of the system. At MILTEZ, this is not the case according to the results obtained from the respondents. The respondents reported that there was no mechanism for challenging or disagreeing with the appraisal as they were seldom allowed to challenge the results with a neutral party.

## **5.7 Conclusion**

This chapter presented and discussed the assessment of how the performance of officers is appraised at MILTEZ. The study established that the Wing Commanders appraised the performance of the subordinate officers in the establishment once in a year. The performance appraisal starts with the rated officers filling in the required personal details on the performance appraisal form and returning to the rating officer, who evaluates the subordinate officers' performance based on the specified personal traits of the concerned subordinate officer. The appraisal of the subordinate officers' performance enabled the establishment to distinguish and deal with good and bad performance. Further, the results show a mixed reaction regarding the dissemination of the outcomes of the performance appraisal.

Additionally, the study found a linkage between the PAS and the set performance goals. The study findings show that good performance was rewarded by promotions, further training abroad, superior appointments and medals. However, the PAS at MILTEZ is beset with challenges comprising the absence of actual levels of performance on the appraisal form, absence of the mechanism to challenge the results of the appraisals. Additionally, the findings indicate that some officers were dissatisfied with the PAS at MILTEZ because of the observed lack of accountability on the part of the rating officers, non-data based assessment, inconsistent ratings on the appraisal forms and difficulties associated with measuring the actual performance due to the design of the performance appraisal form.

## CHAPTER SIX

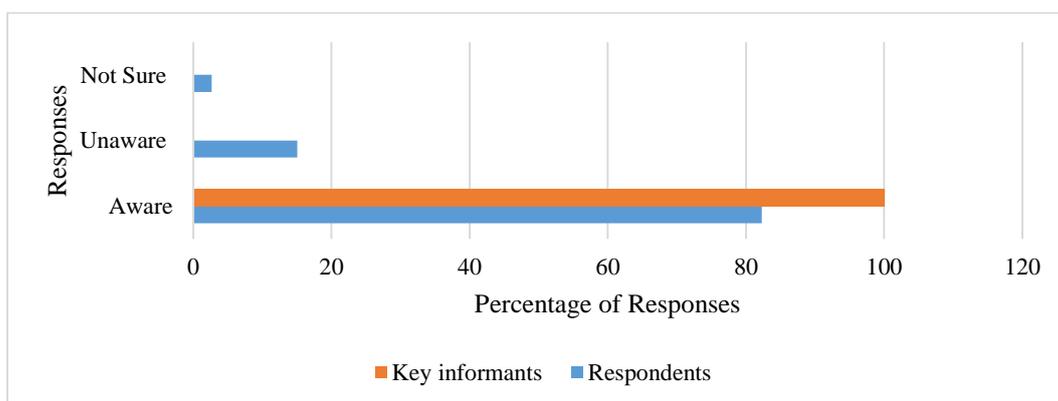
### PERFORMANCE REWARD SYSTEM AT MILITARY TRAINING ESTABLISHMENT OF ZAMBIA

#### 6.1 Introduction

This chapter covers the presentation and discussion of findings connected with specific objective three, which focuses on the extent to which good performance is rewarded at MILTEZ. This chapter covers knowledge about rewards for good performance at MILTEZ, types of rewards available, how poor performance is dealt with, the action taken against poor performance, the satisfaction of the subordinate officers with PRS. The other components covered are the reasons for perceived unfairness of the PRS, how PRS motivated the subordinate Officers at MILTEZ and the conclusion.

#### 6.2 Knowledge about Rewards for Good Performance

The entire sample of key informants and 82 per cent of the respondents affirmed their knowledge that good performance was rewarded at the establishment. The findings also indicate that 15 per cent of the respondents were not aware that good performance was rewarded while the other two per cent of the respondents were not sure whether the good performance was rewarded or not. The key informants also informed the study that there exist rewards that are given to subordinate officers for good performance. This information is indicated in Figure 4.23.



**Figure 6.1 12: Knowledge about Rewards for Good Performance at MILTEZ**

**Source:** Field Data, 2018

The study findings demonstrate that good performance was rewarded at the establishment even though there those who were unaware and not sure. These results imply that while others were aware of the availability of the rewards because they had experienced or seen these rewards, the others negatively responded because they had not experienced or seen these rewards. This implies the existence of inconsistencies and challenges in the administration of the rewards for good performance at the establishment. The findings are akin to the suggestions that the availability of rewards for good performance at the establishment was an indication of the effectiveness of the PRS (Mate, 2006; Cummings and Worley, 2005). The availability of the rewards also agrees with the assumptions of the GST, which indicates that the existence of rewards worked to motivate and boost the performance of the subordinate officers. The respondents indicated that due to the existence of the rewards at the establishment, they too expected rewards for their excellent performance. The reward or induction of the desirable and enhanced performance or behaviour among the officers in MILTEZ was contextually constituted motivation. The individual officers indicated that they were motivated to produce the expected or beyond expected behaviour as they were assured that the results would be particular and distinguished rewards (Martin, 2005).

Similarly, Beardall, Holden and Claydon (2004) posit that the rewards were positive outcomes that were earned as a result of the employee's grander performance in line with the organisation goals. These rewards were given to the employees deliberately and mostly designed to encourage the achievement of the set goals. The PRS ensured that the subordinates generated the essential commitments necessary for guaranteeing the accomplishment of the needed organisational goals. That the rewards system existed in MILTEZ, confirms the desire to generate sufficient levels of subordinate commitment to the institution and make the PMS effective.

Additionally, the key informants indicated that MILTEZ availed the rewards to inspire and obtain the necessary rated officers' commitment to the overall establishment goals. Through this, the results fit in the suggestions made by Ejumudo (2014) that the rewards in PMS were designed to engender higher levels of performance through the stimulation and direction of the employees along the path of goal accomplishment. However, the results at MILTEZ also indicated a population of the sample that was not aware that the establishment rewarded good performance. This implied that they could not have received rewards for their good performance. To this extent, the results indicate some level of ineffectiveness as regards the existence of rewards.

### 6.2.1 Rewards Available for Good Performance at MILTEZ

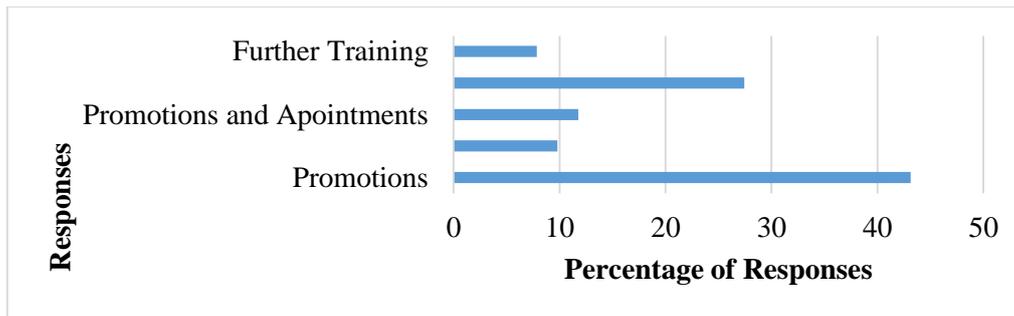
The study was provided with corresponding responses from the key informants and the respondents. All the key informants indicated that the recommendations rewarded superior Performance in MILTEZ with promotion to the next higher rank, superior appointments, medals, honours and further courses abroad. Some of the statements recorded from the key informants were as follows:

*"I know that superior performance is rewarded through promotions and praises or recommendations for medals and honours by the government of Zambia" (Wing Commander, Administration)*

*"Superior performance is acknowledged and, in many instances, rewarded by promotions, medals, honours and awards or courses abroad" (Wing Commander, OSC).*

*"Superior performance more especially outstanding superior performance is rewarded and motivated by promotions, honours and awards which sometimes are granted by Zambia's Republican President" (Wing Commander ITW).*

Based on the affirmations that superior performance was rewarded, the key informants also indicated the various ways in which superior performance was rewarded. These ways were promotions, medals, praises, further training abroad and Presidential honours and awards as depicted in Figure 6.2. Respondents supported the responses by the key informants. About 49 respondents, representing 43 per cent, stated that promotions rewarded superior performance; 31 respondents, representing 27 per cent, indicated that other rewards other than promotions rewarded superior performance and included medals, further training and superior appointments; 14 respondents, representing 12 per cent, stated that a blend of promotions and appointments rewarded superior performance; 11 respondents, representing 10 per cent, indicated that a blend of medals rewarded superior performance, nine respondents, expressive of eight per cent, indicated that superior performance was rewarded by further training. Figure 6.2 below depicts this information.



**Figure 6.2: Rewards Available for good performance**

**Source:** Field Data, 2018

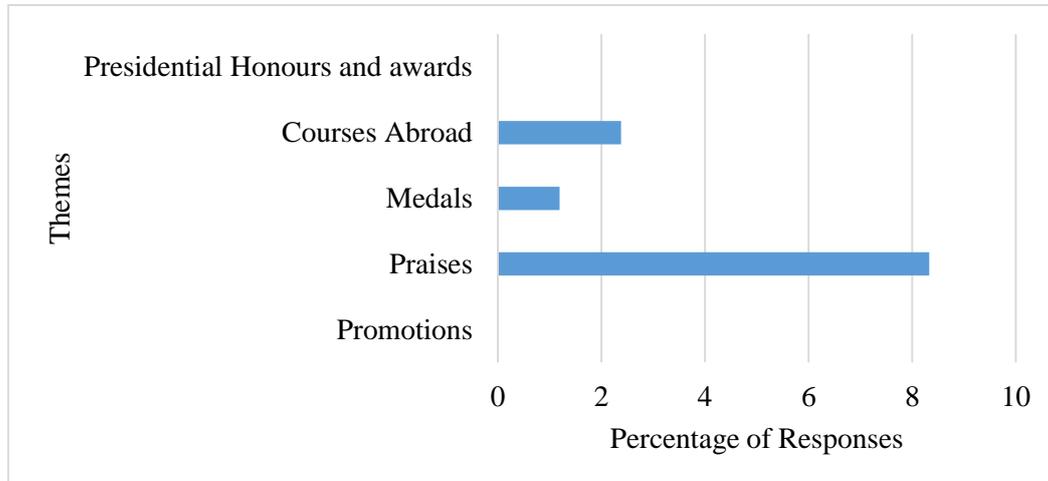
The findings of this study indicate that MILTEZ rewarded good performance through a host of visible and durable rewards comprising promotions, medals, presidential honours and awards and further training abroad. The promotions and medals at the establishment are prominent as insignia of ranks and badges worn on the military uniforms. Cummings and Worley (2009) indicate similar suggestions that rewards in the form of promotions and medals were required to be visible and durable for them to make the PRS effective. Mate (2006) reinforces these assertions by the hypothesis that the rewards in the Zambia Public Service were mainly in the form of visible and durable Labour Day awards. These Labour Day awards were given to deserving personnel for purposes of encouraging them and sustaining their superior performance that ultimately contributed to the attainment of the organisation's set goals. These rewards were given as a form of feedback to the rated officers regarding their performance during the period under review. The rewards represented an essential mechanism for aligning the rated officer's performance with the goals of the establishment, facilitated the maintenance of direction, sustainment and inspiration of the rated officer's desirable future Performance (Eisenhardt, 1989). Besides, the rewards also motivated the positive emotions, the satisfaction of the rated officers and their commitment to the set goals.

These results imply that the establishment had a blend of rewards that conformed to the assertions that employees were motivated by a host of incentives comprising acknowledgement, gratitude, monetary rewards and feedback on their Performance (Shearer, 2016). The blend of rewards also showed that the PRS was not only strictly restricted to monetary but took other non-monetary forms of recognition that included further training, honours, medals and praises.

### **6.2.2. Distribution of Rewards for Good Performance**

The respondents indicated that the distribution of rewards, among the subordinate officers who put up a good performance at MILTEZ, were as shown in Figure 6.3 below. This information

is connected to the question of how many officers either achieved or failed to achieve their performance goals.



**Figure 6.3: Distribution of Rewards for Good Performance at MILTEZ**

**Source:** Field Data, 2018

Correspondingly, Wilson (1995) reported that PRS denotes that any process within an organisation which compensates its personnel through taking particular sets of actions that were formal or informal, cash or non-cash, immediate or delayed. In line with the study results, promotions, praises, superior appointments, as indicated by the key informants implied and constituted the immediate particular actions, while medals, courses abroad and sometimes, the presidential honours and awards that were given at a later date decided by the Zambian Republican President and Commander-in-Chief of the Defence Force, comprised the delayed actions in recognition of employees' superior performance. Thus, the PRS postulated by William (1995) conforms to the findings of this study.

Armstrong (2006) argues that PRS in the PMS ensures that people are rewarded according to what the organisation values and wants. These rewards were given to motivate and obtain employee commitment towards the achievement of set individual and organisational goals. The findings indicated that the establishment had a reward system that comprised policies, practices, processes and procedures for awarding superior performance. The practices of the establishment reward system embraced promotions, superior appointments, medals, honours and further training.

### 6.3 Dealing with Poor Performance at MILTEZ

All the key respondents confirmed that poor performance was dealt with by corrective measures that consisted of the delayed promotions and further training, interviews, prescribed punishments or sanctions. The verbatim recorded from some of the key informants and respondents as regards how poor performance was dealt as follows:

*“The officers found wanting in terms of poor performance are usually called, talked to, encouraged to change their work attitude and even advised to retire” (Wing Commander, ITW).*

*“The poor performers are advised to do better and improve their performance, denied opportunities for further courses and delayed in career development and promotions” (Wing Commander, TTC).*

*“I was rounded up for interviews by the Wing Commander because of the poor scores obtained during the performance appraisal for 2016. I was also threatened with posting to a region if the performance did not improve in the next six months (Rated Officer 57).*

The responses given by the respondents were similar to those given by the key study informants and cut through the following themes: corrective action, punishment, interviews and do not know. 3 respondents, representing 3 per cent, indicated that poor performance was dealt with by taking corrective measures; 80 respondents, representing 71 per cent, showed that punishments rewarded poor performance; 24 responses, representing 21 per cent, indicated that poor performance was dealt with by interviews; 4 respondents, signifying 4 per cent, indicated that they did not know how poor performance was rewarded, whilst 2 respondents, representative of 1 per cent, indicated that poor performance was dealt with by retraining. This information is depicted in Figure 6.6 below.



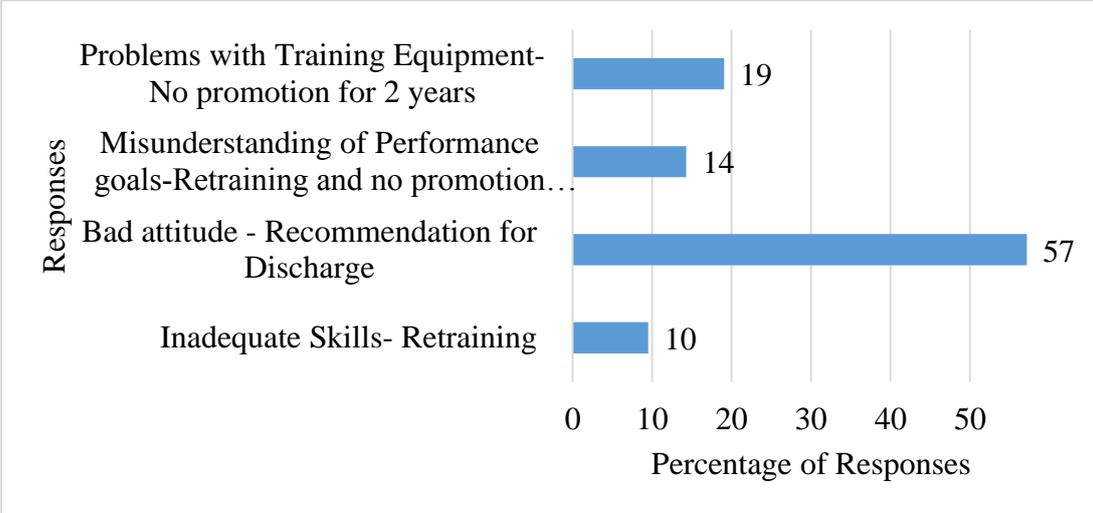
**Figure 6.4: Dealing with Poor Performance at MILTEZ**

**Source:** Field Data, 2018

The study findings illustrate that poor performance is dealt with by many corrective and terminal measures comprising formal and informal interviews, a recommendation for retraining or retirement, subjected to Board of Officers to determine their suitability for continued service in the Army and redeployment to a less demanding appointment. These responses were obtained from the respondents who had failed to achieve their set performance goals. These findings were in harmony with other author's recommended ways of dealing with poor performance. Mate (2006) found that poor performance in the public service was dealt with by recommendations for further training, firing or retrenchment.

Analogous to the study findings, Erasmus (2005) points out that corrective measures, discharge for unfitness or incapacity to perform or achieve the set targets were other ways of dealing with poor performance. These corrective measures were the first line of dealing with poor performance and comprised training or retraining, counselling, setting clear work performance standards, besides the creation of an enabling work environment. These corrective measures were similar to those undertaken to address poor performance in the establishment. From the study findings, it was observed that the initial corrective measures were more desirable than the subsequent ones. Harmoniously, Jackson and Schuler (2000) contend that occasionally, after all the initial corrective efforts comprising repeated warnings and counselling, performance does not improve, the recourse is the terminal measures that include postings, redeployment and termination or separation through discharge or dismissal, as the case may be. Because poor performance is costly and damaging to the establishment, it requires to be dealt with promptly.

Additionally, the study findings indicate that a variety of actions were taken against the 21 respondents that failed to achieve the set performance goals in Figure 6.5. The study participants indicated that the actions included interviews and specified remedial actions in line with the identified reasons for failure to achieve the set performance goals. Ten per cent were recommended for retraining, 57 per cent were recommended for discharge, 14 per cent were recommended for retraining and no promotion for one year while 19 per cent were denied promotion for two years.



**Figure 6.5: Action Taken Against Poor Performance at MILTEZ**

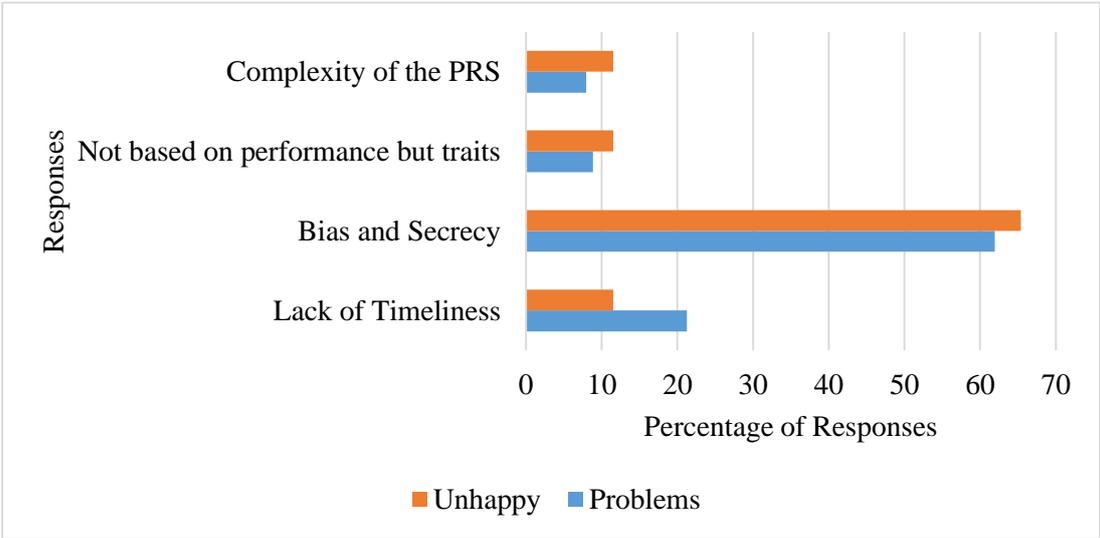
Source, Field Data, 2018

The study results, on action taken against the poor performance, indicate that the establishment takes into consideration characteristics that make the PRS effective. Similar to the results obtained at the establishment that are indicative of the performance contingency, Cummings and Worley (2005) postulate that performance contingency ensures that poor performance does not get rewarded but corrected through remedial actions. Similar to the results obtained at the establishment, the respondents indicated that each identified cause of poor performance is corrected by corresponding and appropriate remedial action.

**6.4 Satisfaction of the Subordinate Officers with PRS at MILTEZ**

The results obtained on whether the subordinate officers were happy with the PRS used at the establishment, 68 per cent of the respondents indicated satisfaction, 26 per cent indicated dissatisfaction and six per cent were unsure. The respondents that expressed dissatisfaction with the PRS at MILTEZ did so on account of bias and secrecy (built-in limitations), not given on time (timeliness), lack of transparency and predictability, not based on performance but

personal traits which are difficult to measure that inherently introduce bias, the complexity of the PRS at MILTEZ.



**Figure 6.6: Problems with PRS at MILTEZ**

**Source:** Field Data, 2018

The findings indicate that the major problem with the PRS at MILTEZ was the bias from the rating officers. The other problems identified by the respondents include the argument that rewards are based on personal traits rather than performance, lack of timeliness and the inherent complexity of the PRS. These findings are similar to other researches that indicate that the reward systems suffer from bias and secrecy which bring about frustrations, dissatisfaction and prevents the subordinate officers from trusting the PRS (Mate, 2006; Cummings and Worley, 2005). The respondents indicated that the bias emanates from the sealed nature of the PRS at MILTEZ. This makes it less effective because the rating officers are not required to defend their judgements. The study findings also indicate that the PRS was so complicated that it was difficult for them to understand how the ratings arrived at who was rewarded with training, medals or promotion. The verbatim obtained from a rated officer was as follows:

*"The PRS at MILTEZ is challenging to follow especially as regards the criteria used to determine who gets what reward (Rated Officer, 96)*

**6.5 Fairness of the PRS at MILTEZ**

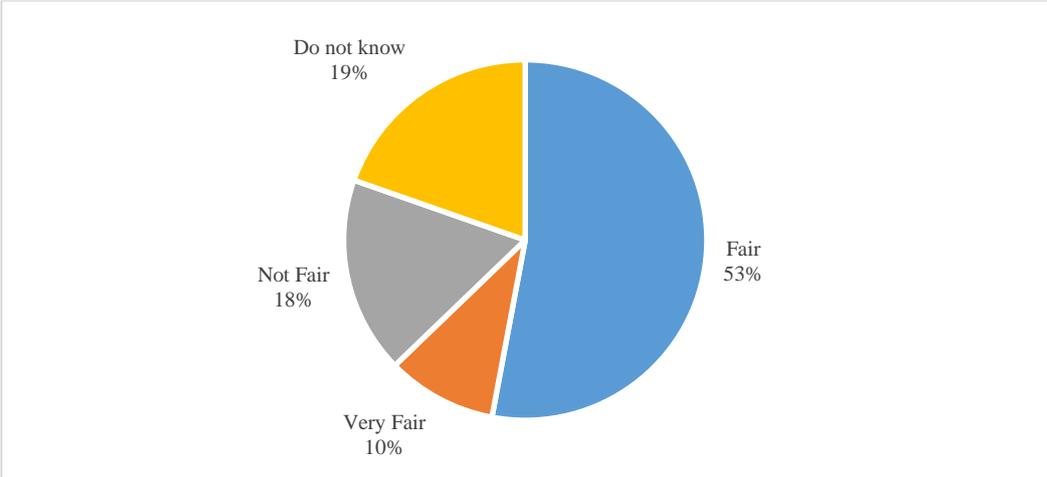
On the perception of fairness of the PRS at the establishment, the respondents provided sundry views that oscillated from very fair, fair, not fair and did not know. On this question the findings were that 60 respondents, representing 53 per cent, showed that PRS was fair; 11 respondents,

signifying 10 per cent, indicated that the PRS was very fair; 20 respondents, expressive of 18 per cent, showed that the PRS was not fair and 10 respondents, signifying 20 per cent, indicated that they did not know whether the PRS was fair. The pie chart in Figure 6.7 depicts this information. Some of the verbatim collected from some of the key informants were:

*“The Performance Reward System in the establishment is good because it allows all to meet their tasks and get rewarded accordingly” (Wing Commander, RTC).*

*“The Performance Reward System is perceived fair in the establishment, as it makes the officers genuinely work hard and get rewarded without soliciting for favours” (Wing Commander, ZMA).*

*“The Performance Reward System in MILTEZ is perceived fair because it provides everyone with an opportunity for reward owing to recognised exceptional performance” (Wing Commander, OSC).*



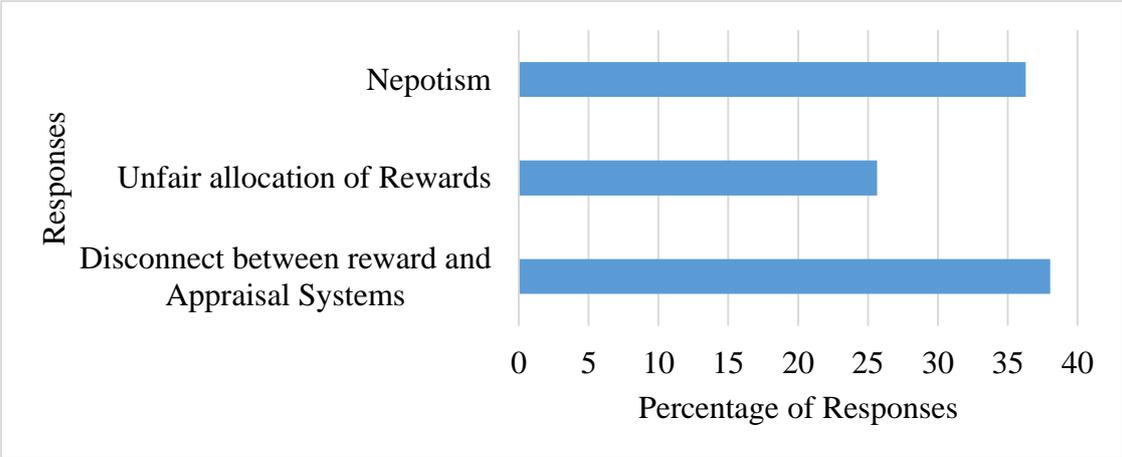
**Figure 6.7: Fairness of Performance Reward System at MILTEZ**

**Source:** Field Data, 2018

**6.5.1 Reasons for Perceived Unfairness of the PRS at MILTEZ**

The respondents indicated that the PRS at MILTEZ was perceived to be unfair on account of the perceived disconnect between the reward and appraisal criteria, unfair allocation of performance targets, basing rewards on unfair criteria and nepotism. The findings indicate that 38 per cent were dissatisfied with the PRS due to the perceived disconnect between the reward and performance appraisal system, 46 per cent were dissatisfied with the PRS due to unfair

allocation of performance goals, and 36 per cent were dissatisfied because of the perceived nepotism in the reward good performance. This information is presented in Figure 6.8 below.



**Figure 6.8: Reasons for Perceived Unfairness of the PRS at MILTEZ**

**Source:** Field Data, 2018

These results indicate that the PRS at MILTEZ was seen as unfair and thus ineffective due to nepotism. The PRS requires interventions to deal with nepotism and in the process, make it effective. The results are also similar to the postulations made by Goldenberg (1982) that rewards in the public sector fall flat due to the perceived nepotism based on the subordinate's relationship or family connections with the rating officers within or outside the establishment. Similar to the results obtained at MILTEZ regarding nepotism, Vintson (1959) asserts that the rated officers' dissatisfaction with the PRS are neither new nor unique and by these suggestions confirmed the well-known fact that nepotism was the most common problem in all military evaluation systems. This was also supported by verbatim obtained from some respondents, which as follows:

*"I have observed, over time, that some officers whose families hold high ranks in the Army are favoured and receive far good performance ratings that predispose them to rewards for an excellent performance. Are you sure a serving or retired general's son, daughter, niece or nephew or even close relation would receive poor performance rating from a rating close to this general? What I have seen is that some officers with family connections in the system receive excellent performance ratings despite their average performance. This is made worse by the performance criteria, which is based on loyalty and cannot question" (Respondent, 78).*

The study findings also revealed that the respondents had negative perceptions about the PRS in MILTEZ due to the perceived disconnect between the reward and performance appraisal system. This disconnect eventually translated into unfairness in the way rewards were given. The reported disconnect matches with the suggestions made by Arnistine and McDowell (1993) that there was unfairness in the rewards if it was based on evaluations that hinged on a seriously flawed criterion. That the evaluations were based on traits that were remotely connected with performance, justified the dissatisfaction expressed by the study respondents at MILTEZ. The hinging of rewards on the flawed system implied that MILTEZ reward system rewarded the person rather than the performance or work done by the subordinate officers. This made the PRS at the establishment ineffective and needed appropriate interventions.

Additionally, in comparison with results obtained at MILTEZ, Casio (1982) notes that the reward system that is based on performance appraisals that are disconnected with the reward systems are largely disconnected from the demands of fairness. Supporting this position found at MILTEZ, Calton (2009) suggests that basing rewards on traits rather the accomplishment of performance goals was tied up with personal taste or whims of the evaluator and did not reflect fairness. This is because it was based on traits that the rated officers had no control over. This made the PRS fundamentally ineffective. Moreover, the results obtained at the establishment are similar to the literature that asserts that the perceived unfairness of any element of the rewards system implies ineffectiveness of the reward system. The results imply the ineffectiveness of the rewards system as such needs interventions to remedy the perceived unfairness of the reward system.

Dissimilar to the results obtained at MILTEZ, is the postulation that the reward system ought to be based on performance. This will allow objective awarding of rewards to good performers (Mullins, 2005). Additionally, the basing of the performance criteria on performance will enable the reward system to more transparent and predictable. These two characteristics are critical for the effectiveness of a reward system. A verbatim obtained indicated the following:

*"Evaluations leading to rewards at the establishment are dependent on the scores obtained from the performance appraisal form. These scores are based on personal traits that are susceptible to the personal tastes of the rating officer. Therefore, depending on these personal tastes and the relationship that a subordinate officer had with the rating officer, they may not be appraised fairly to obtain rewards'. I think the rating ought to be based on the achieved performance goals (Respondent, 97).*

The findings indicating the perceived unfair allocation of performance targets is similar to Breckler (1968) who posited that unfairness in the allocation of performance goals corresponding led to the unfair distribution of rewards as easy performance targets enabled this cadre of officers to score highly for purposes of obtaining the available rewards at the establishment. This practice did not only erode the effectiveness of the PRS but harboured devastating effects that encompassed the creation of a climate of mistrust and enmity between the rating and rated officers, erosion of the Performance and employee commitment to the established goals, a general increase in counterproductive performance and behaviour. The perceptions of fairness or unfairness are directly related to the effectiveness or ineffectiveness of the entire PMS. This was because a perceived fair PRS contributed to the effectiveness of the PMS, while a perceived unfair one portrayed an ineffective PMS. These findings indicated that a perceived fair PRS was effective and significantly contributed to the effectiveness of the entire establishment PMS.

## **6.7 Motivation of Officers through PRS at MILTEZ**

The PRS in MILTEZ motivated the rated officers based on the provided intrinsic and visible extrinsic rewards, obtained the commitment and engagement of the officers, as indicated in Section 4.4.3. The verbatim obtained from the respondents on the motivation of the rated officer based on extrinsic and intrinsic rewards were as follows:

*"I was sent to the USA in 2017 for further because I was rated the best officer in the 2016 performance evaluation. I had supervised a Snipers course where the 72 per cent of the course participants managed to hit man-sized targets at distances of 300 metres. Five of these soldiers were later sent to South Africa where they won a military tattoo competition owing to the skills imparted to them on the course I conducted. Performing beyond the set performance goal and getting further training in the USA on account of this exceptional performance was so gratifying to me. I feel valued and appreciated by the system (Rated officer 76).*

*After successful completion of set performance goals through supervision of host of tasks, and my Wing Commander praises me, recommends further training or I get a pleasurable feeling of even doing far much better than last time, even if I do not know the actual physical gifts.*

These findings indicate that the host of rewards available at the establishment motivate the performance of the subordinate officers. The results also imply that the available rewards initiate the positive and intense feelings of recognition and being valued among the subordinate officers at the establishment. These findings agree with other pieces of published literature that indicate that an effective PRS should fairly reward superior performance in the form of visible and durable promotions, superior appointments, further training, honours and medals as well as other rewards that were available within the ambits of the establishment PRS. Other studies posit assumptions similar to the results obtained at MILTEZ by stating that promotions, medals, presidential honours and further training abroad initiate the desirable levels of energy commitment and creativity that subordinate officers attach to the given tasks (Wilson, 2003; Pinder, 1984). These rewards make the officers feel good and perform optimally.

Similar to the results obtained at MILTEZ, Cummings and Worley (2009) argue that rewards motivate the officers by ensuring a sustained willingness to work and perform beyond the set performance targets. Additionally, the effectiveness of the PRS implied that it was operated fairly, applied impartially and functioned consistently (; Mate, 2006; Armstrong, 200;). The PRS also ensured that the officers were rewarded appropriately based on the objective measurement of the relativities between jobs. The results show that the establishment works towards ensuring sustained work efforts and behaviour through the use of promotions, medals and further training to reward the subordinate officers.

## **6.8 Conclusion**

This study established that good performance was rewarded through promotions, superior appointments, medals and further training abroad. The study also found that the PRS that existed at MILTEZ had challenges that comprised of inherent biases and secrecy, lacked timeliness, transparency and predictability. The other challenge inherent in PRS at MILTEZ was that it was based on personal traits which were inherently introduced bias, as they were based on personal whims, taste and the relationship between the rating and rated officers. These characteristics are critical for the effectiveness of any PRS in any organisation, including MILTEZ. The study concluded that the PRS was unfair on account of the perceived disconnect between the reward and appraisal criteria, unfair allocation of rewards based on the unfair allocation of performance targets and nepotism. This overall contributed to the overall ineffectiveness of the PMS at MILTEZ.

## **CHAPTER SEVEN**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **7.1 Introduction**

This chapter presents a summary of the findings and recommendations of this dissertation. This summary of findings and conclusions is aligned with the research objectives. The framework of this chapter encompasses the summary of findings and recommendations.

#### **7.2 Conclusions**

The summary of the findings of this dissertation is based on the study objectives. The objectives of this study were to assess the extent to which goal-setting exists at MILTEZ, gauge how the performance of staff at MILTEZ is appraised and establish the extent to which good performers are rewarded at MILTEZ. This was for purposes of evaluating the overall effectiveness of the Performance Management System in MILTEZ of Kabwe. The summary of the findings is propounded in line with the objectives of the study established in Section 1.2 of Chapter One of this study.

##### **7.2.1 Existence of Goal-Setting at MILTEZ**

As regards the first objective of assessing the extent to which goal-setting exists at the establishment, the study established that goal-setting existed at the establishment to improve the performance of the individual officers and MILTEZ as an establishment. The goal-setting also boosted the performance of the rated officers through motivation, coaching and guidance. The study established that the designated commanding officers set specific, measurable, achievable, realisable and time-bound performance goals without the engagement of the subordinate officers. The performance goals set were associated with the motivation of performance, the setting of direction for the officers and soldiers and the institution of characteristically SMART goals. These study findings indicate that the main reason for the existence of goal setting in MILTEZ was the establishment and clarification of performance goals, obtaining the commitment of subordinate officers to the set performance goals besides ensuring the motivation of the rated officers towards achieving those set goals through enhanced performance.

Additionally, the study established that the setting of performance goals was beset by challenges that comprised of inadequate funding, unfair allocation of performance goals at the individual level, inadequate time for completion set goals and sometimes setting of ambiguous by the commanding officers. With these challenges, it can be concluded that goal setting was ineffective at MILTEZ.

### **7.2.2 Performance Appraisal of Officers at MILTEZ.**

The study findings indicated that PAS existed as an annual practice of evaluating the performance of the rated officers based on the set performance goals. The process of the PAS involved the setting of a date for conducting the performance, filling in of the performance appraisal forms, medical examination of the subordinate officers and after that attend an appraisal meeting with rating officers. The evaluation is carried out independently by the rating officer, unlike other establishments where the assessment is conducted by multiple rating officers that include the rated officer, peers or co-workers, direct reports and others with direct exposure to the employee's performance.

Additionally, the study established that there were challenges associated with the performance appraisal at the establishment. These challenges were lack of accountability, inconsistent ratings, failure to assess the actual performance and evaluation not based on recorded assessment data but from the memory of the rating officer. Further, the performance appraisal was perceived unfair due to nepotism and the basing of the evaluation on personal traits, rather the accomplishment of the performance goals.

However, the study findings indicate that PAS had challenges that greatly affected the desired levels of the effectiveness of PAS at MILTEZ. These challenges comprised of absence of actual levels of performance on the appraisal form, absence of the mechanism to challenge the results of the appraisals, lack of accountability on the part of the rating officers, non-data based appraisals, inconsistent ratings on the appraisal forms and severe associated with measuring the actual performance due to the design of the performance appraisal form. This was because the outcomes of PAS were not disseminated to the rated officers and was perceived as unfair by the rated officers.

### **7.2.3 Extent to which Good Performance is Rewarded at MILTEZ**

The study findings established that PRS existed as a mechanism for motivating, encouraging the retention of officers and obtaining the commitment of the rated officers in the establishment.

The establishment rewarded good performance through promotion and praise, superior appointments, medals, further training including abroad courses, honours and awards. Additionally, the study found that punishments, interviews and retraining sanctioned poor performance. However, the findings also showed that the PRS had challenges that included perceptions of unfairness arising from nepotism, unfair allocation of rewards and the perceived disconnect between the performance appraisal and the reward system. The perceived unfair PRS had the potential not only to demotivate the officers but also affect the effectiveness of the PMS at the establishment.

#### **7.2.4 General Conclusion**

Given the results obtained regarding the evaluation of the effectiveness of PMS at MILTEZ, it is determined that the objectives of the study were met. However, despite the PMS at MILTEZ exhibiting most of the elements that significantly contribute to the effectiveness of this system, its constituent components exhibited challenges that eroded the effectiveness of PMS. These challenges also affected the full realisation of the effectiveness of goal setting, performance appraisal and reward systems. Based on the challenges, the study concludes that PMS at MILTEZ is not effective.

### **7.3 Recommendations**

#### **7.3.1 Policy Recommendations**

From the study findings, the following recommendations are crucial for enhancing the effectiveness of PMS at MILTEZ. The identified challenges of goal setting, comprising inadequate funding, unfair allocation of performance goals, inadequate time and ambiguous goals need to urgent attention in order to ensure sustained effectiveness of PMS at the establishment. Besides, the study also established that subordinate officers were not engaged in the setting of performance goals. Because goal setting at MILTEZ was less consultative, it could also be improved by some level of flexibility through some increased but controlled engagement of subordinate officers in the process of formulating performance goals. This is with the recognition that this is a military establishment that conforms to rigorous and imperious discipline and where superior commanding officers may not readily accept consultation in goals setting, performance appraisal, or rewarding good performance. It is recommended that

- Adequate funding is provided, unfair allocation of performance goals is addressed by sensitising and provision of further training of the rating officers in matters that concern

the fair allocation of tasks. It is further recommended that commanding officers ought to ensure that time allocated for completion of the tasks is adequate and performance goals set are clearly understood. The allotment of adequate time can even be followed up by continuous coaching by the relevant commanding officers.

- The appraisal system encompasses many other officers that have recourse to the performance of the subordinate officers, including peers. The other recommendation is the adoption of an appraisal system that measures both the personal traits and the actual performance of the subordinate officers.
- The establishment should seriously consider the use of technology in the entire process of PMS in the process of addressing the challenge of non-data-based performance appraisal. Besides, the use of computers may not only make the performance appraisal process far much accurate and faster in the setting goals, performance appraisal and processing of rewards but also establish of a trustworthy repository of the outcomes of the PMS in MILTEZ. The establishment should ensure that the reward system is rooted in the principals of fairness by redesigning the PRS. The PRS ought to show connectivity with the performance appraisal system. This will ensure acceptance and overall effectiveness of the not only the reward system but also the PMS of the establishment. The PMS in MILITEZ must be made more authoritative to oblige all the rating officers to set goals, conduct performance appraisal and reward the rated officers. The entire PMS should be computerised to make the processing of the goal setting, performance appraisal and the provision of feedback far much faster than in the past.

### **7.3.2 Areas of Future Research**

Additionally, it is recommended that other related areas of research ought to be commissioned to evaluate the effectiveness of the PMS in other military establishments in Zambia and add to what this study has achieved. The evaluation of the individual components of the PMS such as goal setting, performance appraisal and reward system in the Zambian military establishments is recommended strongly. Another area of study could include the evaluation of the impact of computerising the PMS in military establishments of Zambia. This will help human resource practitioners in these establishments to better understand the influence that modern technology may have on PMS in military establishments.

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## APPENDICES

### Appendix 1: Informed Consent Form

**THE UNIVERSITY OF ZAMBIA**  
**DIRECTORATE OF RESEARCH AND GRADUATE STUDIES**  
**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**  
**DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

#### INFORMED CONSENT FORM

Dear Sir/Madam

The University of Zambia

Informed Consent to Act as a research subject

Topic: Evaluation of the Effectiveness of Performance Management System in Military Establishments: Case of the Military Training Establishment of Zambia (MILTEZ), Kabwe: A Mixed Design Study

The University of Zambia, School Humanities and Social Sciences, Department of Political and Administrative Studies.

You are invited to participate in a research study either as an officer who has been evaluated or evaluated other officers as part of the process of Performance Management System in MILTEZ. You were invited to participate because of your knowledge and expertise in military matters. Please read this form carefully and ask any questions you may have before agreeing to be in this study.

This study is being conducted by Peter Leonard Daka, Computer No. 2016145768, supervised by Alex Ng'oma, Ph.D. The purpose of this study is to evaluate the effectiveness of Performance Management System in Military Establishments: Case of the Military Training Establishment of Zambia, Kabwe.

- **Study Location and Dates**

The study is anticipated to begin November 2017 and completed by February 2019. The

location of the study will be at Kabwe District, Central Province, Zambia

- **Procedures**

If you agree to be in this study, you will take part in one 30 to 40 minutes' individual interview with the experimenter or given a questionnaire that focuses on your knowledge and expertise on the evaluation of the effectiveness of Performance Management Systems in Zambia. The interview may be recorded on an audio cassette tape or written down in note form

- **Participants and Exclusion**

Only officers from MILTEZ will be included in the study.

- **Risks and benefits**

There are risks and benefits to participating in this research. The possible risks include feeling uncomfortable discussing sensitive military matters concerning the topical issue. To minimize this risk, all participants have the right to decline to answer any questions, end the interview, and/ or with draw from the study at any time. The experimenter may additionally decide to end the interview process, at his discretion, in order to minimize risk to participant. Possible benefits include helping to improve the performance of individual officers and the Establishment.

**Alternative Advantageous to Participants** – Not applicable

**7. Subject Payment** – You will not receive payment or compensation for your participation

**8. Promise of Privacy**

The records of this study will be kept private. To protect your identity, your name will only appear on this consent form. The experimenter will be the only person with access to the consent forms. Subject interviews will be recorded by writing and on an audiocassette tape. Audiocassettes from the interviews will be transcribed by the experimenter and then erased. All transcriptions will be numbered and will not include information that could identify participants.

All data will be kept in a locked file cabinet in the experimenter's home. This informed consent form will be kept separately from any data collected. If the results of this study are to be presented or published, the experimenter will not include any information that will make it possible to identify you as an individual. Audiocassette recordings and transcripts from participants will be destroyed upon the completion of this project.

## 9. Voluntary Nature of the Study

Your decision whether or not to participate will not affect your current or future relations with The University of Zambia. If you decide to participate, you are free not to answer any question or withdraw at any time without prejudice or negative consequences.

10. **Compensation and Medical Care:** Not applicable

## 11. Contacts and Questions

The experimenter will be happy to answer any questions you may have at any time during the course of the study. The experimenter can be reached by mobile phone at 0976100892 / 0965493121 or by email at [pldaka@yahoo.com](mailto:pldaka@yahoo.com) if you are not satisfied with the answers you receive, call The University of Zambia Customer Care Center to discuss your questions or concerns further.

## 12. Statement of Consent

I have read and understand the above. All my questions have been answered. I have been given a copy of this form to keep for my records.

Subject's Signature ..... Date.....

## Appendix 2: Interview Guide to the Participants

**Title of the Study:** Evaluation of the Effectiveness of Performance Management System in Military Establishments: The Case of the Military Training Establishment of Zambia (MILTEZ) in Kabwe.

The study is being conducted by Peter Leonard Daka and supervised by **Alex Ng'oma, Ph.D.**

### Information to Participant

To remind you, this study which you are being asked to participate in, is being undertaken in order to evaluate the effectiveness of the Performance Management System in MILTEZ. This study is about people who have knowledge, expertise and experience in the operation of Performance Management Systems in military. You are invited to participate because you have met the selection criteria of being an officer in the Establishment. This research will contribute to the generation of empirical knowledge and skills which will be used to influence policy makers and the implementers of programs aimed at improving the performance of individual officers and the Establishment through goal setting, performance appraisal and reward system.

The findings will also be used in developing and advocating for interventions that are aimed at improving the performance of individual officers and the military establishments.

**Choice**

You have the right to choose to participate in the study or not. You are also free to withdraw from the process of the interview or whenever you wish without any prejudice. You are free to ask questions before, during and after the discussion. You can also choose to, or not to answer any question.

**Procedure**

I will be conducting the interview or providing a questionnaire in which you will be asked to share your experiences and your views about the topic with me. I will not look for any wrong or right answers, but just your views on the topic. The interview will last between 10 to 20 minutes and may take a week or longer so to fill the questionnaire.

Please read this form carefully and ask any questions you may have before agreeing to be in this study.

This research will help provide a better understanding of Performance Management Systems in military establishments in Zambia. Be assured that the information you shall provide will be treated with utmost confidentiality and solely used for academic purposes.

Your consent to this request will be greatly appreciated.

Yours faithfully,

..... (Signed)

**Peter Leonard DAKA (Colonel)-Researcher/ Student**

**Consent by Respondent**

Having read or heard the information concerning this research I hereby voluntarily consent to be one of the respondents. In this regard, I reserve the right to end the interview at any time and choose not to answer particular questions if necessary.

Name:.....Sign:.....

Date:.....

## Appendix 2: Semi-Structure Interview Guide

### THE UNIVERSITY OF ZAMBIA

#### SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

#### DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

### SEMI-STRUCTURE INTERVIEW GUIDE QUESTIONNAIRE

#### TOPIC: THE EVALUATION OF THE EFFECTIVENESS OF PERFORMANCE MANAGEMENT SYSTEM IN MILITARY ESTABLISHMENTS OF ZAMBIA: THE CASE OF THE MILITARY ESTABLISHMENT OF ZAMBIA IN KABWE

#### Introduction

I am a postgraduate student from the University of undertaking a study on the evaluation of the Performance Management System in military establishments using MILTEZ in Kabwe as a case study. I request that you respond favourably to this set of questions. The information obtained is vital for this study. The information obtained will be treated with utmost confidentiality and used for academic purposes only.

#### Section A: Demographics

1. **Gender:**      ( ) Male                      ( ) Female
  
2. **Age:**  
( ) 26-30 years                      ( ) 31-35 years      ( ) 36-40 years  
( ) 41-45 years                      ( ) 46-50 years      ( ) 51-55 years
  
3. **Level of Education:**  
( ) Grade 12/ GCE                      ( ) Certificate                      ( ) Diploma  
( ) Degree (BA/BSc)                      ( ) Master's Degree                      ( ) Doctorate
  
4. **Service in years:**  
( ) 10- 15 years                      ( ) 16-20 years                      ( ) 21-25 years  
( ) 26- 30 years                      ( ) 31-35 years

5. **Designation:**

- Command     Staff     Instruction     None of the above

**Section B: Determination of the effectiveness of Performance Management System (PMS)**

1. What performance targets are officers under your command given?

.....  
.....

2. Are these targets realistic?

- Strongly Agree     Agree     Strongly Disagree  
 Disagree     Do not know

3. Are these performance targets relevant to the overall mandate of MILTEZ?

- Strongly Agree     Agree     Strongly Disagree  
 Disagree     Do not know

4. Are performance set for you?

- Strongly Agree     Agree     Strongly Disagree  
 Disagree     Do not know

5. If yes, were you involved in the setting of goals?

- Strongly Agree     Agree     Strongly Disagree  
 Disagree     Do not know

6. If yes, what was the process? .....

.....

7. If you were not involved in the process, who sets the goals/targets?

.....

**Section C: Assessment of the effectiveness of Goal-setting in PMS of MILTEZ**

8. Is the performance of the rated officers appraised or not?

- Strongly Agree     Agree     Strongly Disagree  
 Disagree     Do not know

9. If yes, how is it appraised? .....
- .....
10. When is the performance of officers appraised?
- Quarterly     Biannually     Annually     I do not know
11. Who assesses the performance of each rated officers?
- Departmental Head     Departmental Head and Subordinate Officer
- I do not know.
12. What process is undertaken in appraising the subordinate officers?
- .....
- .....
13. What challenges are faced in the process of appraising the rated officers?
- .....
- .....
14. How many of the appraised officers were able to achieve their set performance goals/targets?
- .....
15. What were the reasons for failure to achieve the set performance goals/targets?
- Unrealistic goals     Insufficient time     Insufficient training aids
16. Is the PAS at MILTEZ able to distinguish between good and poor performers?
- Strongly Agree     Agree     Strongly Disagree
- Disagree     Do not know
17. If it is not, what problems are associated with this PAS?
- .....
18. Are the rated officers happy with the PAS or not?
- Strongly Agree     Agree     Strongly Disagree
- Disagree     Do not know

19. Are the rated officers involved in the evaluation of their performance?
- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

**Section E: Finding out the effectiveness of PRS in PMS of MILTEZ**

20. Has your performance been appraised before?
- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

21. If yes, were you told of the results of that performance appraisal?
- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

22. If yes, was your performance considered satisfactory?
- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

23. If satisfactory, were you given a reward for the satisfactory performance?
- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

27. If yes, how were you rewarded?  
.....

28. Are you happy with the reward system used at the establishment?
- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

30. If not, what is wrong with the system used at MILTEZ?  
.....  
.....

**Thank you for participating**

## **Appendix 3: Structured Questionnaire**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES**

### **STRUCTURED QUESTIONNAIRE**

**TOPIC: EVALUATION OF EFFECTIVENESS OF PERFORMANCE  
MANAGEMENT SYSTEM IN MILITARY ESTABLISHMENTS: CASE OF  
MILITARY TRAINING ESTABLISHMENT OF ZAMBIA**

#### **Introduction**

I am a postgraduate student from the University of Zambia undertaking a study on the Effectiveness of Performance Management System in Military Establishments. I request that you respond favourably to this set of questions. The information obtained is vital for this study. The information obtained will be treated with supreme confidentiality and used for academic purposes only.

**(Please tick or cross where necessary)**

#### **Section A: Demographics**

**1. Gender:**

Male                       Female     Transgender

**2. Age:**

26-30 years                       31-35 years     36-40 years

41-45 years                       46-50 years     51-55 years

**3. Level of Education:**

Grade 12/ GCE                       Certificate                       Diploma

Degree (BA/BSc)                       Master's Degree                       Doctorate

**4. Service in years:**

- ( ) 10- 15 years                      ( ) 16-20 years                      ( ) 21-25 years  
 ( ) 26- 30 years                      ( ) 31-35 years

5. **Designation:**

- ( ) Command      ( ) Staff      ( ) Instruction      ( ) None of the above

**Section B: Determining the effectiveness of the Performance Management System (PMS) in MILTEZ**

6. What is your understanding of PMS?.....
8. What is the objective of PMS in your unit/formation?  
 ( ) Improve individual performance  
 ( ) Improve organisational performance  
 ( ) Improve both individual and organisational performance.  
 ( ) Develop and motivate the capacity and performance of workers.
9. Are the objectives of PMS met in your organisation?  
 ( ) Strongly Agree                      ( ) Agree                      ( ) Strongly Disagree  
 ( ) Disagree                      ( ) Do not know
10. What measures do you recommend for purposes of ensuring effectiveness of PMS?  
 .....

**Section C: Effectiveness of Goal-setting in PMS**

11. What is your idea of goal-setting in PMS of your unit?.....
12. What is the main objective of goal-setting in your establishment?.....  
 ( ) Motivate workers to strive towards achieving set goals  
 ( ) Commit workers to set goals  
 ( ) Motivates workers towards superior performance  
 ( ) Enhance workers performance
13. Does goal-setting contribute to the effectiveness of PMS?

- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

Depending on the response above please explain.....

14. Does goal-setting enhance worker's performance?

- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

15. Are officers engaged in setting of performance goals?

- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

16. What should be done to improve goal setting in your unit/formation?.....

**Section D: Effectiveness of Rewards System in PMS**

24. Is superior performance rewarded in your unit?

- Strongly Agree       Agree       Strongly Disagree  
 Disagree       Do not know

25. How is superior performance rewarded in your military organisation?

.....

26. What incentives are tied to superior performance?

.....

27. How is poor performance rewarded/sanctioned or dealt with?

.....

28. What is your perception of fairness of the reward system in your unit?

.....

**.....Section E: Effectiveness of Performance Appraisal System in PMS**

17. What is your idea of Performance Appraisal System (PAS)?.....

18. Why does your unit conduct PAS?

- Communicate employee performance

- ( ) Allow command to make decisions about workers rewards, promotions, etc
- ( ) Motivate workers to improve performance.
- ( ) All three above

19. What were the objectives of the performance appraisal in your unit?.....

20. What do you know about PAS?

<b>Question</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Do Not Know</b>
Has your work performance ever been subjected to appraisal before?					
Was the process motivational or developmental?					
Where these objectives met?					
Do you think the performance appraisal conducted in your unit is effective?					
Was the performance appraisal linked to set goals?					
Are the outcomes of performance appraisal disseminated to employees?					
Are the rated officers involved in objective setting and evaluation of performance?					

21. What was your perception of fairness of the performance appraisal?

- ( ) Very Fair      ( ) Fair      ( ) Very Unfair
- ( ) Unfair      ( ) Do not know

Whatever the case please explain your response.....

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22 What contributions does PAS make towards the effectiveness of PMS in your unit?

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**Thank you for participating**