DEVELOPMENTAL PERFORMANCE APPRAISAL

A CASE STUDY OF DISTRICT GOVERNORS IN TURKEY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MBA INTERNATIONAL HUMAN RESOURCE MANAGEMENT

April, 2016

Abstract

Performance appraisal plays a critical role in developing employees. On the other hand, the majority of studies have focused on how to measure the performance of employees objectively and accurately. According to Budworth and Mann (2011), there are two main objectives to implement performance appraisal. They are administrative and developmental aims. Similarly, Armstrong (2009) claimed that performance appraisal aims to increase the performance of workforce. This study aims to investigate the developmental side of performance appraisal process.

The study involved 43 district governors and deputy governors and 10 inspectors from all regions of Turkey. Qualitative and quantitative methods have been applied in the research. 3 interviews and 50 surveys have been conducted. Ensuring for the validity of the research, the researcher aims to answer three research questions by applying qualitative and quantitative research.

The results indicate that the current performance appraisal system does not only evaluate performance effectively, but also it does not ensure learning and development of district governors of Turkey. There are some barriers to implementing developmental performance appraisal. First of all, lack of feedback affects negatively to motivate district governors for learning and development. Also, the level of hierarchy inhibits district governors to negotiate their performance issues with their superiors. Then, although the majority of respondents believe that coaching and following personal development plan are a beneficial strategy for learning and development, and an only small minority of them have experienced on these strategies.

This study suggests developmental performance appraisal needs some conditions such as comprehensive, and future oriented feedback, effective leader-member relations and finally continuous learning and development activities.

Acknowledgement

I should express my deep thanks to all of my tutor and lecturers at CULC, especially my supervisor Mr. John Watkins for guiding, supervising, increasing my self-efficacy and encouraging me to accomplish this study.

I want to express also my gratitude to my wife, Gulhan, and my children, Eda and Erdogan Seymen. I feel their support and devotion at all time. I am also thankful to Mrs. Annie Walker, Mr. Cuneyt Epcim, and Ms. Ijeoma Ukeni for their help.

I am also thankful to my colleagues for taking part of the study. Although they were very busy at data collection period, they spent their time to participate the research. Without their help, I would not do this research.

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Abbreviations

PA: Performance Appraisal

MBO: Management by Objectives

KSAs: Knowledge, Skills, Attitudes

PDP: Personal Development Plan

CT: Choice Theory

RT: Reality Therapy

Chapter 1 Introduction

1.1 Introduction

Nowadays, performance appraisal (PA) is a controversial issue in Turkish Public sector. Turkish Government aims to change the current PA method to improve organisational and individual performance (Prime Ministry of Turkey 2015).

There is some research exist in the literature. For example Bilgin (2008) has investigated regional governors` PA system about establishing the accurate and objective system. On the other hand, there is a gap in knowledge about cultural issues, leader-member relations and developmental side of PA. This research aims to fill this gap in knowledge.

National and organisational culture, leader-member exchange and managerial assumptions can affect implementation of PA system. For that reason, in the next section, Turkish State context will be analysed.

1.2 Background

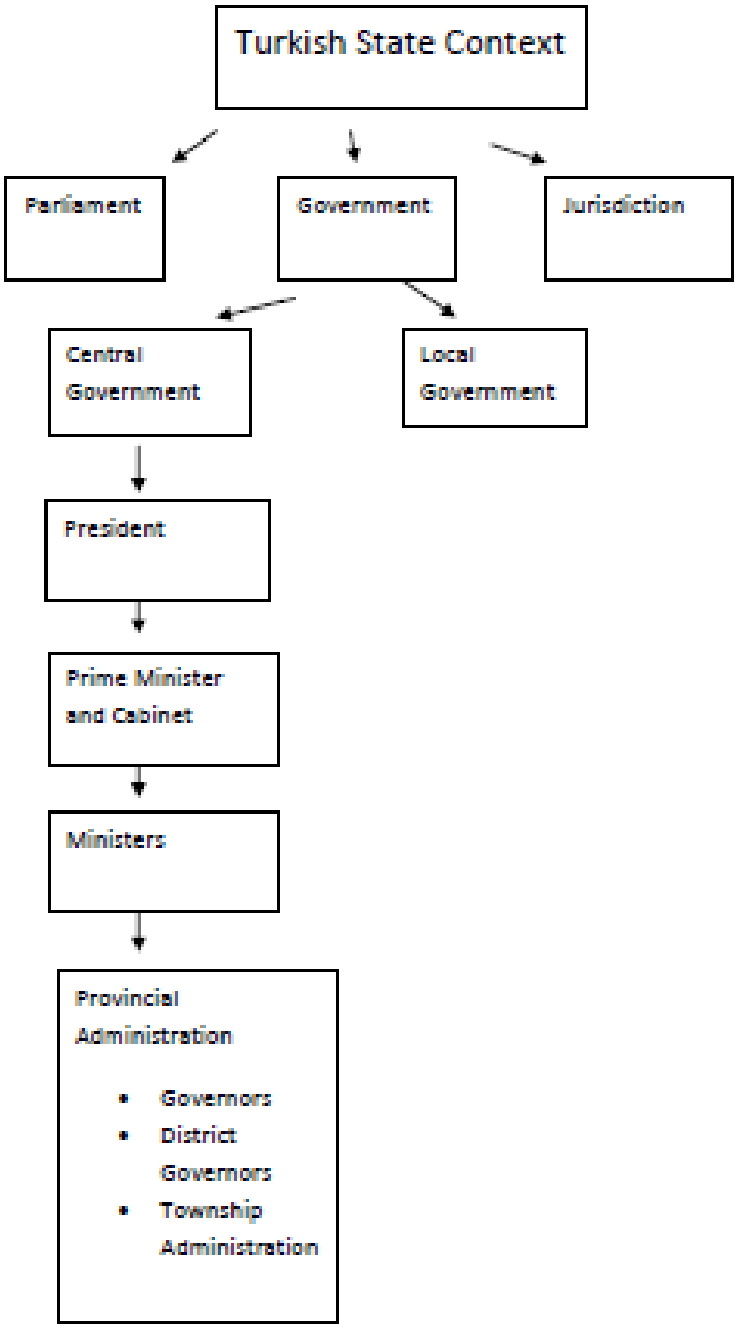


Figure 1 adapted from Odyakmaz et al. (2012)

According to Odyakmaz et al. (2012), district governors represent the central government in district level. District governors are responsible for implementation of the law and governmental regulation, and they are monitored by governors who are superiors of district governors. In addition, provincial governors and district

governors are subject to the control of Turkish Ministry of Interior. The Ministry controls their works by inspectors.

The Ministry of Interior Inspectors Board is responsible for monitoring and controlling province, districts institutions and local governmental organisations such as municipalities. The board also carries out investigation and PA of civil servants of those organisations (Regulation of Ministry of Interior`s Civil Inspection Board 1985).

Inspector`s roles differ from line manager`s role to some extent. According to Savaneviciene and Stankeviciue (2012), line managers are responsible for implementing, enacting, leading and controlling employees, and they play a mediating role between HRM practices and performance management. Contrary, inspectors` role is restricted by monitoring and measuring the performance of district governors. Also, there is not the permanent relationship between inspectors and district governors. Therefore, inspectors cannot be seen as line managers.

On the other hand, inspectors are the key actors for performance management process of district governors. According to Inspection Guide (Ministry of Interior of Turkey, 2014), inspectors have to evaluate district governors about efficiency, effectiveness, and austerity on public spending. For ensuring these principles, there are 24 criteria are established such as some dead from traffic accidents, finishing infrastructure project..., etc. For that reason, inspectors take part of the research.

The researcher aims to get two different perspectives from district governors and inspectors. It gives an opportunity to compare two different perspectives of the issue. The researcher also works as a district governor in Turkey. The researcher has 13 years experience and working in four different regions of Turkey, so he has some opinions and evaluations about PA process. The researcher assumes that the current PA cannot motivate district governors for learning and development. Taking into account inspectors` opinions also help to reduce possible bias of the researcher.

The researcher anticipates adding a different point of view to the issue. Because the majority of research about performance management and appraisal

focused on improving organisational performance and how to set up accurate and objective PA system rather than developing employees with appropriate performance management. For example, Bilgin (2008) has investigated Turkish regional governors` PA system about establishing objective and accurate criteria for appraisal methods. The author suggested a 360-degree PA governors` PA without taking into account the cultural and organisational differences and developing employees with an appropriate performance management system. This gap in knowledge is general in Turkish literature.

Similarly, Ozer (2009) has investigated different methods of PA regarding establishing objective, sufficient and transparent criteria. The author mainly focused on PA methods for reaching organisational objectives. This article did not evaluate PA with a holistic view of ensuring both organisational and employees` objectives. Ozer (2009) suggested a single type of form for public organisations about ensuring accountability, responsibility, and transparency for public organisations. Another research study was conducted by Gurbuz and Dikmenli (2007) in one of the public organisations in Istanbul. The authors mainly focused on the appraisal bias issue. Although they have investigated the reaction of civil servants, their research was limited to whether the raters were or not bias. Therefore, employee response to PA was not taken into account. Overall, to fill this gap, this study will consider developmental PA reaction of ratees.

To sum up, the researcher will evaluate some variables about developing district governors by PA. They are managerial assumptions, communication and relationship between superiors and subordinates, cultural aspects of Turkish public management system and finally applicability of feedback, coaching, mentoring and personal development plan for the case.

1.3 Problem Statement

Some regulations prevent the implementation developmental performance appraisal in the Turkish Public Management system. For example Public Civil Servant Law (known as a 657) does not allow the sharing of results of appraisals with ratees. The Turkish Government is planning to change this law (Prime Ministry of Turkey 2015). There are some principles which indicate that a change in this law would be advantageous. Such as ensuring participation, transparency, accountability, focusing on results, reducing bureaucratic regulations to improve organisational and individual performance. Specifically, raters cannot give comprehensive feedback to district governors because the regulations prevent them from doing so (Regulation of Performance Appraisal and Appointment of District Governors). Another problem is the perception of public managers about PA.

Managers` points of view also affect implementation of PA process. Altan (2005) conducted research with 96 public managers about investigating their perception in Isparta province of Turkey. Although the majority of public managers thought that PA is necessary for their organisations, they were hesitant about the existing PA system regarding appraising efficiently and objectively the performance of subordinates. Similarly, the vast majority of them refused to accept the participation of subordinates into the PA process. Also, they were not eager to reveal the results of the process. Finally, they were uncertain whether PA could help the development and identifying training needs of civil servants. This research shows that organisational and national culture, law and regulations are not only the barriers, and managers` approach to this issue is also another barrier for developmental PA in the Turkish public sector. Managerial assumptions can also shape the implementation of HR practices.

PA is part of HR process, so HR practices affect PA. Bulut (2012) has conducted research with 21 private and 14 public organisations about implementing HR practices. According to research findings, only a small minority of organisations have applied talent development and job analysis practices. The most significant findings were that all participant organisations have not applied coaching and mentoring

practices. According to Thach (2002), usage combination of coaching and 360 feedback is improving leadership development among global companies. The author claimed that 360-degree feedback helps to promote a level of self-awareness in managers which is helpful in successful progress about identifying their strengths and weaknesses. Thach (2002) has conducted a 3-year action research among executives and administrators, and the finding of this research suggests that using 360-degree feedback with coaching has improved leadership effectiveness by 55%.

Although coaching practices do not exist for the district governors` training program, Senel (2014) has suggested on-the-job training especially coaching and mentoring for district governors because the majority of respondents prefer these kinds of training methods instead of classroom-based training. Respondent district governors in this research thought that the current training program could not help district governors to gain leadership behaviour to the desired level. On the other hand, this research has not taken personal development plan (PDP) into account for developing district governors.

It can be observed that usage of the PDP is not common among district governors. There is a close link between feedback, coaching and PDP. Eisele et al. (2013) have conducted research with the Dutch governmental office workers regarding measuring the effectiveness of PDP. They claimed that suitable learning and reflection culture supported engaging with learning activities. Also, applying coaching and PDP can simultaneously improve the performance and outcomes of learning activities. Therefore, PDP is a necessary tool for individual development regarding sustaining life-long learning activities.

Overall, this exploratory research will investigate managerial assumptions, superiors and subordinates relations about organisational and cultural differences of Turkey context. Additionally, PDP, feedback, and coaching will be evaluated as learning and development methods whether they apply to the case or not.

1.4 Research Questions

1. How to convert the current performance appraisal system so as to develop district governors of Turkey for future progress.

2. How do different managerial assumptions, leader-member relations, and organisational culture affect the implementation of HR practices, especially on performance appraisal processes of district governors in Turkey?

3. What district governors' opinions about implementing feedback, coaching, mentoring and PDP together regarding promoting individual development of them?

1.5 Research Objectives

1. To identify and reduce barriers to establishing developmental performance appraisal for district governors of Turkey.

2. To examine Turkish national, organisational culture and leader-member relations whether it is suitable for developmental performance appraisal or not.

3. To develop an acceptable and feasible learning and development program connected with performance appraisal for district governors.

Chapter 2 Literature Review

In this chapter, historical background of performance management, aims and methods of PA, leader-member exchange, and some employee developmental strategies will be evaluated. Implementation of PA was affected by these variables. Hence, how these variables affect PA will be investigated in this chapter.

2.1 Historical Background of Performance Management

Performance management is a mutual and continuous process that aims to promote simultaneously organisational and individual performance by establishing a proper system, assessing performance and identifying gaps in performance and giving feedback to employees. It provides them with suitable learning and development practices such as training, coaching and mentoring (Rashidi 2015). This definition shows the current point of view about performance management which is called developmental performance management. In the early stages of performance management especially in the 1950s and 1960s, the primary focus was how to establish objective performance management system to reduce raters` bias (Budworth and Mann 2011).

1900-1940s. Scientific Management Theory	1950s-1970s. Performance Budgeting	1980s-2010s Developing people for performance
• Taylorism (Man to Man comparison) • Weberian bureaucracy • One-best way approach • Tight control • Merit Rating	• Budgetary focus instead of input and output focus • Welfare state and rising public spending • Management by Objectives • Planning Programming Budgeting system • Feedback was used • Main focus was still control rather than developing employees	• Governments have under pressure to cut spending • New Public Management approach • Performance based management style • 360 degree feedback performance appraisal

Table 1 adapted from Dooren et al. 2015, Rashidi 2015, Armstrong 2009

The table above shows historical changes in management thinking and its effects on performance management. The most significant change is that PA has evolved developmental appraisal from administrative or control-based appraisal. According to Budworth and Mann (2011), there are two main objectives to implementing performance management; they are administrative and developmental purposes. While the administrative side of performance management aims to make a connection between performance management and some decisions such as promotion, bonuses, and rewards, the developmental performance management tries to improve the performance of ratees by applying learning and developmental practices. The latter approach illustrates humanistic and human capital point of view about performance management. Armstrong (2009) stated that performance management does not only aim to evaluate the performance of staff accurately, but also it seeks to promote organisational performance by improving staff`s performance by applying and integrating the following practices at the same time. They are namely human capital

management, talent management, learning and development and reward management. Harmonising all these practices for enhancing organisational and individual performance to achieve competitive advantage illustrates the evolution of performance management from the judgemental stage for developmental purposes.

According to Ashdown (2014), there are two different approaches to performance management. The first approach requires tight control and standards to monitor employees` performance whether their performance is aligning with organisational standards or not. The second method is called excellence-orientated approach which aims to promote employees` performance by applying learning and development practices. According to Schweiger and Summers (1994), developmental performance management does not only provide a review of past performance, strengths, and weaknesses of employees but it also covers active coaching processes to improve trust and level of communication and employee engagement practices throughout organisations.

2.2 Performance Appraisal

According to Selden and Sowa (2011), PA is a strategic process for evaluating staff performance and giving formal and informal feedback to them about their strengths and weaknesses to conduct learning and development at least once a year. On the other hand, Fryer et al. (2009) stated that PA is not related to the future. It aims to appraise past performance of employees. According to Radnor and Barnes (2007) (cited in Fryer et al. 2009), while PA deals with measuring performance with quantitative and qualitative metrics, performance management refers to all process including appraising performance and giving feedback to ensure effective learning and development and increase the level of motivation about improving performance. Organisations apply PA for various reasons depending on their point of view about human resource management.

Management by Objectives (MBO) has transformed usage of PA as a relationship-focused and team building style. Hence, leadership and coaching become much more important than bossing and managing people. This point of view has supported open and two-way communication, shared the vision and facilitating learning and development

opportunities for employees. This approach is related to McGregor`s Theory Y and Glasser`s Lead Management approach (Law 2007). This point of view emphasises the development role of PA which should be designed for improving and motivating employees rather than evaluating past performance of them.

According to Armstrong and Baron (2012), there is not a single method which can be applied for different purposes. There are some PA methods. In the next section, various appraisal methods will be evaluated.

2.2.1 Comparing Performance Appraisal Techniques with regard to Developing Employees

	Developmental Purpose	Feedback
Traditional Techniques		
Ranking	NO	NO
Graphic Rating	NO	NO
Critical Incident	YES	YES
Narrative essay	YES	YES
Modern Techniques		
Management by Objectives (MBO)	YES	YES
Behavioural Anchored Scale (BARS)	NO	NO
Human Resource Accounting	YES	NO
Assessment Centre	NO	NO
360 Degree Performance Appraisal	YES	YES

Table 2 adapted from Shaout 2014

According to Shaout (2014), there are some PA techniques which can be classified as traditional and modern techniques. While some techniques are suitable for developmental PA, some other techniques are not. On the other hand, SHRM (2010) claimed that all these techniques can be used for evaluative and developmental decisions. Although the ranking method and graphic rating scales are more suitable for evaluative, and administrative purposes, critical incident, and MBO are more appropriate for developmental purposes. The following section, MBO, Goal Setting and 360-degree performance appraisal methods will be evaluated for developmental goals.

2.2.1.1 Management by Objectives (MBO)

According to Mullins (2013), MBO requires the participation of stakeholders in planning, organising, performing, directing and controlling processes of works. It can gather all stakeholders' efforts for achieving organisational objectives. For that reason Drucker (1976) suggests public organisations apply MBO. Since, strict rules and regulations, public institutions need to follow specific targets to compound efforts and motivate their workforce. On the other hand, Levinson (2003), criticises MBO as a being follower of Taylor`s Scientific Management. He claimed that people have some needs, desire and wish to satisfy. But MBO process has missed their needs, and it focuses only organisational objectives. Since setting objectives without the participation of employees can cause reducing the motivation of employees. Also, Mullins (2013) claims that it is not easy to establish specific targets and specify them. So applying MBO as a PA method has some drawbacks.

Douglas McGregor stated that raters did not prefer to evaluate other`s works. On the other hand, he agrees with Drucker that PA should assess outcomes rather than traits. He also criticised MBO that he suggested employee should set up their performance objectives themselves, and they should be checked against superiors' objectives (Levinson 2003, Sudarsan 2009). Overall, MBO is criticised for lack of participation of employees on the objective setting. For that reason it is attacked on could not ensure motivation of employees.

2.2.1.2 Goal Setting

Locke and Latham established goal setting theory that they believe particular and also challenging goals can motivate people to perform better as long as goals are attainable. Successful of goal setting depends on some factors: (Armstrong 2009)

- Open communication and honesty among superiors and subordinates
- Individual participation in setting goals
- Subordinates should be supported by superiors and organisations when they need resources and training and development.

Setting goals can compound efforts of employees on to achieve desired goals and also motivate subordinates to work intensively for attaining goals. Another motivational advantage of goal setting is to facilitate employees to discover and use new knowledge. Johnson et al. (2012) have conducted research with 294 respondents about evaluation effects of goal setting on learning and development. Setting goals can increase motivation, commitment, self-assessment and the self-regulation of individuals. Additionally, they claimed that specific goals lead to behavioural changes.

According to Locke and Latham (1979), there are two types of incentives that can promote employees motivation for improving their performance. They are namely intrinsic incentives like job satisfaction, participation in decision making and extrinsic incentives such as bonus, money, and reward. Goal Setting Theory has certain advantages over other methods because it can enhance the motivation of employees by using effectively intrinsic motivation factors. They conducted a field research on a logging company. Their finding was that if subordinates are given a particular target, their performance will improve even without any reward or punishment. They monitored truck loggers` performance, after giving a specific target, loggers' performance was increased by %90. This example shows that setting specific and attainable goals can increase the performance of employees.

On the other hand, Mierlo and Keingeld (2010) claim that non-specific goals and do-your-best style can improve performance significantly and also facilitate collaboration among employees. They conducted their research on tower building work, and the result of this study shows that specific goal setting can promote performance as long as the job requires motivation rather than strategy building. Therefore, if the task requires strategy, a non-specific target can improve performance better than a specific task because a specific task may cause a high level of risk taking so it can be detrimental to objectives.

2.2.1.3 360 Degree Performance Appraisal

360 Degree PA was established first by General Electric in 1992. This method requires feedback from multi-sources from subordinates and peers to superiors and stakeholders. 360-degree appraisal mostly aims to ensure the development of employee and improve the future performance of them. Due to focusing individuals` development, this method is related to human relation theory. It provides a broader perspective for organisations because it should be enhanced by effective learning and development opportunities, coaching and personal development plan (Beardwell and Thompson 2014, Armstrong 2009).

Manning (2013) has conducted research on UK public managers' PA. The author has divided managerial and leadership behaviours into 5 groups. They are namely: task, maintenance and motivation, reward and appraisal, facilitating innovation and differentiation and leadership actions. According to findings of this research, 360-degree PA is an effective tool to evaluate these behaviours and it gives an opportunity for organisations to realise reason of success or habits.

Similarly, Vukotich (2010) stated that 360-degree appraisal gives detailed and qualitative assessment so individuals can get clear direction to overcome their weaknesses and build their personal development plan accurately. On the other hand, organisational culture is an important factor for this process; organisational culture should be based on trust and respect among peers and superiors and communication channel should be open. According to Fortune Magazine, %90 of top companies apply this approach. It is a good example for proving that this process requires suitable organisational and corporate culture.

2.2.1.4 Summary of Different Techniques

Some PA methods have been evaluated whether they can promote learning and development of employees. According to Finlay and McLaren (2009), there is a strong link between PA and L&D. They conducted research with 385 participants (GPs) in West Kent in the UK. 53.6% respondents believed that the learning and development

process was affected by PA. Also, 47.5% of them stated that performance appraisal could improve the effectiveness of the learning and development.

Bailey and Austin (2006) have investigated developmental outcomes of feedback process about self-assessment, managers rating, the number of developmental activities and self-efficacy for development. They claimed that negative feedback does not guarantee a constructive reaction. The second finding was that the level of self-efficacy could affect feedback preferences. For example, if an individual has a high degree of self-efficacy, they will be open to multisource feedback. On the other hand, lack of self-efficacy leads employees to prefer to be evaluated by superiors. Therefore, organisations should not depend on only one single method of feedback, and personal development plan should be applied especially to an inexperienced workforce.

On the other hand, Garbett et al. (2007) stated that 360-degree qualitative feedback is useful for improving performance as long as anonymity is ensured and it is well-designed. On the contrary, Drew (2009) claimed that 360-degree feedback cannot guarantee L&D and behavioural change; it should be enhanced by other developmental tools such as coaching, and supportive environment.

Overall, there is significant a similarity between PA techniques which promotes the development of employees is that providing continuous, clear, and comprehensive feedback to employees. Feedback is one of the communication channels between superiors and subordinates. Therefore, it can be inferred that if PA techniques promote communication between superiors and subordinates, they can ensure the development of subordinates no matter which techniques are conducting. The human side of organisations needs engagement and communication to each other. The main advantageous of MBO, 360-degree PA and goal setting performance emphasise the human factor of organisations. In the following section, feedback will be investigated as a one of the most important communication and engagement tool.

2.3 Feedback and Cultural Difference

According to Varela and Premeaux (2008), people can have different values and assumptions due to cultural differences. These various values and assumptions affect subordinates feeling and relationship with others in the workplace. For example, subordinates tend to maintain a stable position, and they are not eager to express their ideas, especially if they contradict with their superiors` ideas in a high powered distance culture. Cultural differences do impress not only subordinates' feeling but also affect managers` perception of the feedback process.

Varela and Premeaux (2008) applied research in Venezuela and Colombia with administrators, their subordinates and peers and superiors. Firstly, managers evaluated themselves and after that their peers, subordinates and superiors appraised managers` performance. According to the findings of this research, although managers tend to give a high score and emphasise their importance, their subordinates gave them a higher score than the managers` self-evaluation. On the other hand, peers` feedbacks are seen as much more accurate and objective than others. Overall, the authors suggested that horizontal or peer feedback should prevail over other scores about easing the anxiety of subordinates. Anonymity should be ensured regarding ensuring accuracy in collectivist and high power distance cultures.

	Performance appraisal process			
Cultural dimensions	***Who***	***How***	***Content***	***Purpose***
Low power distance	Multi-source (eg peer, subordinate)	Participatory two-way communication Employee-initiated Appeals process	Unspecified	Unspecified
High power distance	Supervisor (someone with relatively more power)	Directive Supervisor-initiated No appeals process	Unspecified	Unspecified
Collectivist	Supervisor Third party	Subtle/indirect	Group level More positive tone Relationship-focused (criteria include loyalty, seniority, cooperativeness)	Developmental (increase loyalty)
Individualist	Unspecified	Direct/open	Individual level Job-focused	Administrative (make personnel decisions)

Table 3 from Lucas et al. 2006:178

The table illustrates that cultural differences can affect source, type, content and purpose of the PA process (Lucas et al. 2006). Shipper (2007) has compared managers from Ireland, Israel, Malaysia, Philippines and United States (US) regarding Kirkpatrick`s four levels of training evaluation model combining with 360-degree feedback. According to research findings, 360-degree feedback was well received positively in reaction stage in lower power distance, low uncertainty avoidance, individualistic and masculine cultures. Managers from Ireland and the US are much more eager to change their behaviour after the learning process than other countries. 360-degree feedback should be designed carefully especially in high power distance and collectivist countries. For example, after the process Malaysian participants` reaction, learning (cognition) and behavioural change was negatively affected. Overall, organisations which operate in low power distance and individualist culture can benefit significantly from 360-degree feedback.

According to Detert and Burris (2016), some factors should be provided by organisations regarding benefiting from 360-degree feedback especially for high power distance and collectivist countries like Malaysia. First of all, institutions should make sure their employees have anonymity when they give feedback to others and superiors. Then, leaders should take positive action to encourage their employees to express their ideas without any hesitation. Finally, leaders need to remove power symbols for employees to feel free to participate.

2.4 Effects of Leader-Member Exchange and Organisational Commitment on Performance

PA can provide a high quality of feedback; improve organisational and individual performance, courage employees for developing themselves for corporate objectives as long as it is constructed on the supportive and trustful relationship between superiors and subordinates. Employee reaction is a major factor for developmental PA for some reasons. First of all, employee positive reaction towards PA can mitigate possible disagreement between superiors and subordinates. In addition to that, if an employee feels PA fair and objective, they will be more motivated to develop their skills and knowledge (Dusterhoff et al. 2013). Overall, building a trustful and fair PA can motivate employees to develop new skills and knowledge, so organisations reach their aims by using this kind of PA.

According to Alfes et al.(2013) social exchange theory posits that if employees have positive perception about their managers and HRM practices, they are eager to response positively regarding participation, commitment, psychological ownership, self-efficacy and their performance. Qiu et al. (2015) have conducted research with 512 participants in China. They have found that increasing psychological ownership and self-efficacy result in promoting self-investment, learning and development, job satisfaction, organisational citizenship and increasing the motivation of employees. According to Dusterhoff et al. (2013), social exchange is the broader concept of moral awareness which also includes leader-member exchange. High level of leader-member exchange can affect positively on employee reaction. Hence, if PA is

constructed with supportive, objective and fair, subordinates will respond it positively.

Vasset et al. (2012) conducted research with 371 nurse and auxiliary nurses in Norway. They claimed that high level of leader-member exchange could reduce negative perception of employees for PA process. There are some variables affect on the degree of exchange such as engagement, support, coaching, comprehensive and high quality of feedback, and finally encouragement of subordinates. They stated that if PA based on mutual trust and respect, supportive leader-member exchange, it will facilitate individual development of subordinates.

Leader-member exchange can also enhance the organisational commitment of subordinates. According to Srivastava and Dhar (2016), organisational commitment means a sense of loyalty and belonging towards organisations over the adoption of corporate culture, aims, and regulations. They conducted research on Indian Railway, which is public organisation. They claimed that organisational commitment plays mediating roles between leader-member exchange and extra-role performance. Extra role performance means employees effort for achieving organisational goals beyond their job description. Extra role performance is mostly affected by leadership styles and intrinsic motivational factors such as commitment. Overall, developmental PA should enhance leader-member exchange because it will increase the organisational commitment of employees. Organisational commitment encourages employees for extra-role performance result in increasing risk taking and taking initiatives of employees. Managers should consider these variables for improving organisational and individual performance, and they should apply appropriate PA system for harmonising organisational culture.

2.5 Developmental Performance Appraisal Applying with Coaching, Mentoring and Personal Development Plan (PDP)

Implementing multiple interventions together may result in positive outcomes. According to Luthans (2004) applying feedback with coaching can improve self-awareness of managers. As a result, these combine interventions can mitigate rating inconsistencies between managers self-rating results and their subordinates rating scores. Proactive coaching helps to improve self-awareness because it is quite difficult to assume every manager have the ability to change their behaviours and action. Luthans (2004) conducted research with 20 managers and 67 workers. Although managers have rated themselves similarly before and after coaching, subordinates rating about their managers have improved. High-level self-awareness leads to positive attitude through subordinates, so it is suggeted that applying feedback with coaching.

On the other hand, research findings of Nieminen et al. (2013) are contrary to Luthans` findings. Nieminen et al. (2013) stated that accuracy and consistency of self-rating have improved for managers after coaching sessions. They claimed executive coaching can not only enhance self-awareness but also increase self-efficacy of managers. These skills can support individual development of managers. Similarly, Longenecker (2010) claimed that to explore possible barriers preventing continuous learning of managers; exploratory research has been conducted with 230 managers who work different sectors in the US. Findings of this study suggested that %69 of managers thought that lack of quality feedback and coaching are barriers to learning and development. %58 of them was not motivated to learn to fill their KSAs gaps. These figures prove that self-awareness, feedback quality, and self-efficacy are crucial for continuous learning and development for managers. PDP can also be adapted these two interventions regarding facilitating learning and development.

As a learning and development tool mentoring also affects performance and culture of organisations. According to Paquette (2012), mentoring provides a supportive environment for the socialisation of newcomers. The author conducted qualitative research on British National Museum. The author stated that, although

mentors are responsible for learning and development of mentees, mentors played a role as a facilitating creativity and innovativeness of mentees instead of learning and development. This finding emphasised the importance of mentoring concerning cultural transformation of the organisation. On the other hand, according to Bozionelos et al. (2011) claimed that career-related mentoring can enhance career success of both mentees and mentors. Mentors have the opportunity to delegate some of their responsibilities to mentees. Mentees also could benefit from mentors` advice to prepare themselves to become a prospective mentor. In addition to, career-related mentoring could improve organisational commitment of both parties. Both studies have been conducted in the UK, so their results cannot be generalised for the research.

If PA applies for developing employees, some learning and development practices should be aligning with it. According to Kirkpatrick (2006), PA and training are close relatives; they both aim to improve employees` behavioural and results performance. They are needed to use together in terms of creating PDP and applying coaching interventions about KSAs development of employees. PA`s results determine strengths and weaknesses of ratees`, so training needs should be identified by using these results. Also, organisations should provide coaching programmes about achieving training objectives. Kirkpatrick (2006) has emphasised two crucial interventions about PA; they are coaching and appraisal interview skill training for supervisors.

On the other hand, there are some conflicting research findings of impacts of appraisal feedback. There could be three reasons behind these conflicts. They are quality and complexity of feedback and focusing different aspects of feedback. A possible solution is to evaluate process totally and providing training for supervisors (Mulder and Ellinger 2012). Hence, organisations should provide a suitable environment for developmental feedback progress.

Overall, developmental PA with applying coaching, mentoring and PDP can promote both individual and organisational performance simultaneously as long as ensuring a high level of communication and suitable organisational structure.

2.6 Theoretical Underpinning

2.6.1 Douglas McGregor`s Theory X and Theory Y

McGregor set up theories X and Y in his “The Human Side of Enterprise” book grouped managers according to how they motivate their subordinates. According to his theory, Theory X superiors think that their subordinates do not work without control, and they are only motivated to work for extrinsic rewards. On the contrary, Theory Y managers assume that every individual has his or her objectives to work, and they are motivated not only by extrinsic motivational factors such as money and reward but also direct themselves to work for some intrinsic motivational factors such as a sense of achievement, belonging, etc. (Noland 2014).

On the other hand, some authors like Kopelman et al. (2012) and Gurbuz et al. (2014) state that there are not enough empirical studies tested to show whether this theory is correct or not. They claim that this theory needs more research because it depends on assumptions. Gurbuz et al. (2014) have conducted research on Turkish Military Officers. According to their findings, Theory Y assumptions align with their conclusions. For example, they have found that Theory Y managers can promote organisational citizenship, commitment and job satisfaction. On the other hand, the Theory X approach reduces satisfaction level of staff about their leaders. There is not a strong relationship between autocratic leadership (Theory X) and commitment level and organisation citizenship of staff. It might be the reason for finding that Turkish Military officers have a unique nature; their psychological contract and level of attachment to their institution are higher than other organisations. Another empirical research was conducted by Kopelman et al. (2014) their findings are similar to Gurbuz et al. (2014) that Theory Y managerial behaviour is more suitable for the current environment, providing effective feedback can change subordinates undesired behaviours and attitude.

Overall, managerial behaviour can affect subordinates behaviour, and if managers give autonomy and trust to their subordinates, they will reciprocate positively.

2.6.2 Glasser's Lead Management

The main idea of Glasser's Choice Theory (CT) and Reality Therapy (RT) is that people can control their behaviours, and they are responsible what they do. RT aims to help people to make choices, and it can be learned. CT assumes that human behaviours are results of their choices, and human needs drive them. Thus, behaviours aim to meet these needs (Bradley 2014).

RT/CT	Boss	Lead Manager	Laissez-faire
Relationship	- coercive - need-to-know basis - externally motivated	- supportive - transparent, internally motivated - input involves others	- uncertain - everchanging - inconsistent, sporadic
Wants	- boss - my way is the only way - narrow, few options	- group - input of group - broad, many options	- depends on day - agrees with all - both ways, varies
Present Behaviors	- uses deadly habits - set rules, evaluates others-reprisals	- uses caring habits - involves group - uses criteria,improves system	- combines both - says okay - unclear, does both/none
Evaluation	- system of punishment - criteria set by boss	- develops system of self/co-verification - criteria by leaders/workers	- never the same - inconsistent
Plan	- sets deadlines - sets new rules	- involvement based on strengths - workers' input appreciated	- what is deemed necessary at the time - depends on the circumstances

Table 4 from Davenport 2016

Management styles have connected these concepts. Due to feel responsible for results, boss managers can be coercive for that reason they punish subordinates when they are wrong. On the other hand, lead managers try collaboration their subordinates to create a suitable environment for participation. Lead managers engage and negotiate with their subordinates to find a better solution for problems. The table below shows differences between boss managers and lead managers. Lead managers build communication, coach

their subordinates to develop them (Bock and Greene, 2007). Overall, it can be concluded that developmental PA works well with lead managers.

A Boss-Manager	A Lead-Manager
1. Judges others	Accepts others
2. Blames people for problems	Looks for solutions
3. Says "I am not as bad as a lot of other people"	Says "I am good but not as good as I can be"
4. Controls	Leads
5. Takes self and others for granted	Appreciates self and others
6. Covers up mistakes	Admits mistakes
7. Says "I only work here"	Does more than the job
8. Demands	Asks
9. Builds walls	Builds communication
10. Drives people	Coaches people
11. Depends on authority	Depends on cooperation
12. Inspires fear	Inspires enthusiasm
13. Says "I"	Says "we"
14. Gets there on time	Gets there ahead of time
15. Fixes blame for the breakdown	Fixes the breakdown
16. Knows how it is done	Shows how it is done
17. Says "Go"	Says "Let's go"
18. Uses people	Develops people
19. Sees today	Looks at today and the future
20. Commands	Models
21. Never has enough time	Makes time for things that count
22. Is concerned with things	Is concerned with people
23. Treats the symptoms	Identifies and treats causes
24. Lets people know where he or she stands	Lets people know where they stand
25. Does things right	Does the right thing
26. Works hard to produce	Works hard to get people to produce
27. Creates fear	Creates confidence in others
28. Takes the credit	Gives the credit to others
29. Seeks first to be understood	Seeks first to understand
30. Has a win-lose approach	Has a win-win approach

Table 5 Bock and Greene, 2007

2.7 Summary

Applying developmental performance appraisal in Turkey requires evaluating cultural issues, the level of communication between leaders and members, finally learning and development strategies at the same time because of all these issues are connected to each others. The majority of research have focused on accuracy and objectivity of performance appraisal in Turkish literature. This research aims to fill this gap in knowledge. Therefore, the researcher aims to explore these issues regarding identifying the relationship among them. For that reason, the researcher

will follow interpretivism philosophy and induction research approach. In the next chapter, research methodology will be evaluated.

Chapter 3 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, research design and methodology of the dissertation will be evaluated.

3.2 Research Philosophy

Research philosophy consists of individual assumptions about outside world. If a person believes there are some certain reasons are behind social phenomena, the person will try to find out these reasons by observing or measuring. On the other hand, if a person believes values, feeling also can affect social phenomena; he or she will try to interpret facts (Saunders and Lewis 2012). According to Quinlan et al. (2015) from the positivist point of view, the world has only one reality. Contrarily, social constructionist and interpretivism philosophies disagree with one reality so individuals can interpret their realities about their values and belief.

Positivism aims to reach the single fact about the event. It tries to forecast the behaviour of individual by benefiting cause and effect relationship. Although realism is also similar approach with positivism, realism takes into account values. Another difference with positivism is that realist approach rarely makes predictions. Contrary, interpretivism claims that reaching the single reality is not possible due to the interpretation of social actors. It aims to evaluate unique phenomenon (plural, complex and relative) instead of finding single reality (Fisher and Buglear 2010, Saunders and Lewis 2012).

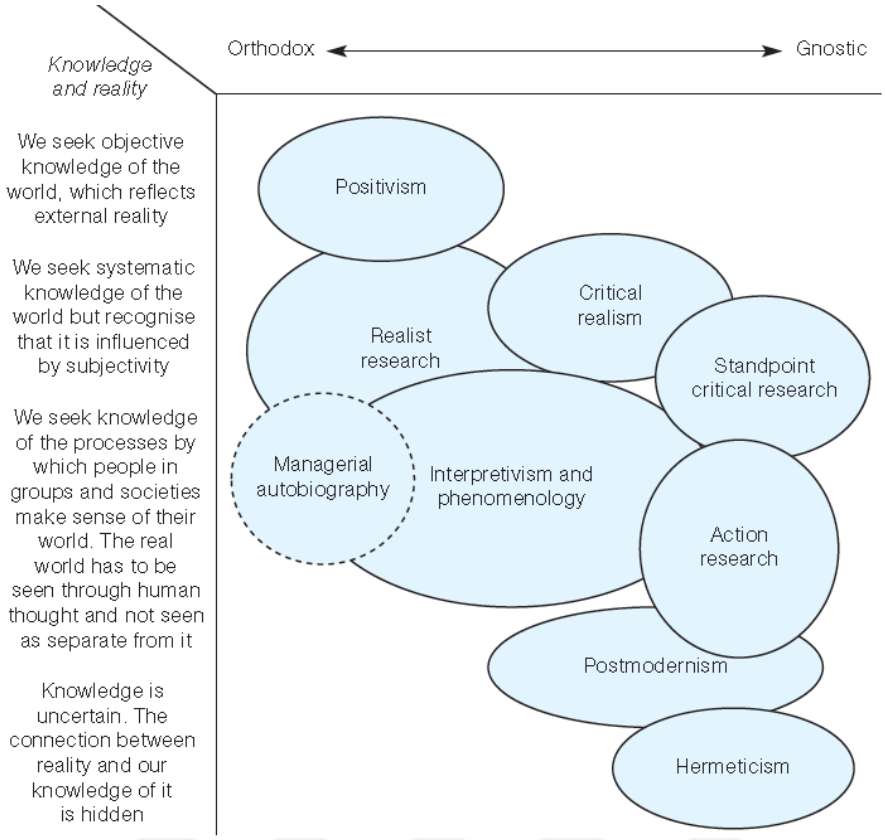


Figure 2 from Fisher and Buglear (2010)

The figure compares different philosophies with regard meaning of knowledge and reality, and also objectivity and subjectivity of knowledge and reality. While Orthodox view tries to find out the objective and simple truth about reality, Gnostic view posits that individual should struggle to reach truth for every single phenomenon because truth is subjective and hidden (Fisher and Buglear 2010).

This study will follow interpretivism approach because it aims to find out unique phenomenon. Since every country and even organisations in the same country have their values and culture so they can shape individuals behaviours and attitudes. The majority of researches in the same field have applied positivist philosophy such as Kim and Holzer (2014) and Beausaert et al. (2013). These studies have tested their hypotheses, and they have found only one answer without any consideration about why phenomenon does not support some of their hypotheses. This study aims to reach comprehensive reasons and results and why some of the phenomena are different in the research field. Instead of focusing heavily different methods of PA, the research will evaluate different managerial assumptions, cultural

differences, organisational structures and relationship among leader and member regarding applying PA as an employee development tool. Because of the researcher believe that one of appraisal method can facilitate employee development in specific context, but it is not guaranteed that same method can work for different countries and organisations. Overall, this research aims to interpret some aspects which can affect aim of PA.

3.3 Research Approach

There are two approaches to conducting a research namely induction and deduction. Although deductive reasoning initiates form theories, or something assumed true and reached conclusion, inductive reasoning starts with empirical findings or observation to make a suggestion for particular situation due to believing unique features for every phenomenon (Quinlan et al. 2015).

According to Fisher and Buglear (2010), deduction depends on simple logic rather than experience and observation. For example Ahmad and Allen (2015) have conducted research about Pakistan`s HR practices such as training, feedback with regard reaching high performance. They have applied deductive approach, so they have tested their hypotheses regarding the applicability of contemporary HR practices. They have claimed that cultural traits have affected implementation of 360-degree feedback without identifying any possible reasons behind it.

On the other hand, induction has reached a conclusion from observation and experience. Also, deduction aims to reach certainty, but induction anticipates to find out probabilities (Fisher and Buglear 2010). Specifically, this study does not aim to test whether developmental PA is suitable or not, beyond that it seeks to adapt the new system for Turkish district governor`s PA regarding developing them applying with PA system. Also, induction method is suitable for case studies because it gives the opportunity to investigate the culture of organisations and to feel and reaction and experience of members (Gil and Reyes 2013). For that reason, this research will follow induction as a research approach. It will evaluate related theories and then they will be applied to explain specific circumstances.

3.4 Research Strategy

Choosing a research strategy depends on types of research questions and objectives. Research approaches such as inductive and deductive also influence research strategy. Following part, types of research strategies will be investigated, and finally, research strategy of this study will be pointed out.

3.4.1 Experiment

Experiment strategy aims to find out relationship and link between dependent and independent variables. Researchers manipulate independent variables to evaluate changes independent variables (Saunders and Lewis 2012). According to Quinlan et al. (2015), due to difficulties of controlling variables, experiment method is not used commonly in social sciences. For example, Mackie (2015) has conducted an experiment on two groups of senior managers in non-profit organisations in Australia concerning testing the effect of coaching over self-rating. One of the limitations of this research is that cohort 1 has been a control group after a coaching session. So it has reduced control responsibility of this group.

Overall, the experiment is not favourable for social science research, for that reason, this study will not apply experiment strategy.

3.4.2 Survey

Survey strategy provides researchers to get valuable data from large and geographically distant population. This study`s target population consists of approximately 2000 people, and all of them are separated from each other due to a characteristic of the job. Survey strategy can be applied by using especially questionnaire and also structured interview and structured observation For these features survey is one of the strategies of this study. Another research strategy of this study is a case study. Case study can help to ease disadvantages of survey strategy which difficulty of getting detailed data from the population. This study will follow survey and case study strategies regarding understanding issues deeply (Saunders and Lewis 2012, Quinlan et al. 2015).

3.4.3 Case Study

This research focuses on district governors` PA whether it can be designed for development of them. Although target population geographically spread entire Turkey, all member of population work for Turkish Ministry of Interior. This situation allows the researcher to conduct a case study.

This study will follow case study for some reasons. First, a case study can provide researchers to get a detailed understanding of specific context. Second, a case study is mainly dealing with the reason of phenomenon, so it is useful for exploratory studies. Third, it allows the researcher to conduct different data collection techniques such as interview and questionnaire (Saunders and Lewis 2012, Quinlan et al. 2015). Similarly, case study provides generating, evaluating and testing theories about investigating their practicality for a specific case (Tharenou et al. 2007).

There are some possible weaknesses related to the case study. Due to the possibility of researchers' interpretation, the internal validity of research can be damaged. Also, due to focusing single case, generalisation is difficult for case studies. For improving the validity of the study, the researcher will conduct an interview with 3 participants and questionnaire with 50 participants, so it is called data triangulation. In addition to this, the researchers will only generalise theoretical propositions and will abstain from generalisation for different populations. Another important issue is the reliability of the research. For improving reliability, the researcher will apply interview and questionnaire with multiple sources and record responses properly (Tharenou et al. 2007). Due to these features, this study will follow this case study and survey strategy at the same time.

3.4.4 Mixed Method

Due to following survey and case study strategies at the same time, this study will apply mixed method strategy. First of all, the interview will be conducted with five participants and after that survey will be implemented. Interview method provides an opportunity to acquire detail information. Starting with research by the

qualitative method, the researcher can realise essential variables of the situation. Then, lights the shed on the real inside about case, the questionnaire will be designed (Saunders and Lewis 2012, Murray and Beglar 2009). Also, applying qualitative and after quantitative research ensure researchers to recognize significant variables of the case (Matthews and Ross 2010).

3.5 Data Collection

The purpose of the study is to explore how to convert current judgemental PA system into developmental PA for district governors. For this reason, there is some new phenomenon such as national and organisational culture, communication channels, leader-subordinates relations, the level of hierarchy among organisation members will be evaluated to analyse their effects on developmental PA. Evaluating these variables requires conducting qualitative research. Also, quantitative research will be applied to reach large population and measuring perception of the population for current and developmental PA system which is a new phenomenon for the population. Overall, this study will apply both qualitative and quantitative data collection methods.

3.5.1 Qualitative Research

Qualitative research gives an opportunity for researchers to evaluate incidents without compulsory to use numerical measurement. It facilitates to get deep in knowledge and interpret phenomenon with new insights (Quinlan et al. 2015:124). It gives occasion for researchers to insert individual beliefs, values, motivation organisational values, and culture when interpreting incidents. According to Pinchler (2012), the positive reaction of ratees is essential for successful PA process. Reaction and feeling cannot be measured by quantitative research deeply because they can be measured as long as taking into account beliefs and values of individuals. For that reason, this study will also apply qualitative research about adding emotional variables to measure the reaction of ratees. The researcher has conducted three interviews with district and deputy governors. The researcher aims to expand knowledge of the case and abstain from applying his observation by doing interviews.

3.5.2 Quantitative Research

Quantitative research method refers to a scientific method. It has four distinct features that they are “control, operational definitions, replication and hypothesis testing”. Control relates to investigating identified variables and on account of reaching objective findings, variables should be arranged equally to each others. Operational definitions mean that variables should be defined clearly before the experiment. Replication means if research repeated, it can be assumed that same results can be reached with previous research and finally hypothesis testing is to test assumption and beliefs against findings of research (Burns and Burns 2008:28-31).

Quantitative research depends on measurable variables. There are four types of scale such as nominal, ordinal, interval and ratio can be measured. Although nominal scales aims to classify, ordinal scales can rank scales. Interval scales include nominal and ordinal scales, but also, it provides researchers to compare these scales. The last scale is ratio scale that it encompasses interval scales properties and, moreover, it allows researchers to reach through quantities (Quinlan et al. 2015:105-109). So, quantitative research needs numerical data, and it is connected with positivist philosophy (Matthews and Ross 2010).

This study will benefit from quantitative research due to evaluating the relationship between variables by applying with Likert`s five scales. Overall, due to applying both qualitative and quantitative research in this study, it will use mixed method research.

3.6 Research Methods

Choosing research methods depend on research philosophy and research aims and objectives, and finally characteristics of the population. For example, if the population is not well-educated, the interview will not be a suitable option for researchers. In the following section, observation, interview and questionnaire will be evaluated relatively about their advantages and disadvantages for the research.

3.6.1 Observation

As a data gathering method, observation refers to watching, listening of the phenomenon by researchers. Researchers take field notes systematically what happens in the field (Quinlan et al. 2015). According to Kumar (2010), there are two types of observation methods. They are namely participant observation and non-participant observation. The main disadvantage of observation is that when people are aware of being observed, they may alter their behaviour.

The researcher will not apply observation.

3.6.2 Interview

Interview is a process of exchanging ideas. For data collection method, interviewers ask questions to interviewees and record responses for getting data for research. There are three types of interview namely structured, semi-structured and unstructured. According to Kumar (2010), while unstructured interview gives autonomy to researchers setting order freely, structured interview forces researcher to follow predetermined order. Another method of interview which is called semi-structured is in the middle of those above methods. According to Tharenou et al. (2007), researchers cannot only get information both for overall issues and specific themes, but also, they are much more flexible than a structured interview.

There are some limitations related to reliability and validity about interview method. For example, respondents may misunderstand questions; respondents may not have enough knowledge about the topic. For improving validity and reliability of the data, the researcher will conduct a pilot interview and record responses. Also, the researcher will give basic definitions of concepts to clarify respondents` mind.

Overall, the researcher will conduct semi-structured interview method to get both overall and in-deep information about the case. In the initial stage, the interview starts with stating objectives of the research and explaining why interviewee`s responses are important also the researcher ensure confidentiality about participants` responses. First of all, interviewees' perception about current PA is investigated. After that, the researcher aims to find out how cultural issues,

managerial assumptions, and leader-member relationship affect performance appraisal of district governors of Turkey. Finally, coaching, personal development, and feedback are evaluated regarding developing district governors with appropriate PA system.

3.6.3 Questionnaire

Questionnaire refers to collect data with written standardised questions from a large population. It can be applied to the web, by post, by hand, and by telephone, by face-to-face (Saunders and Lewis 2012). Questionnaire ensures anonymity of respondents and reaching geographically scattered population less expensively. On the other hand, there are also some disadvantages of it. First of all, it can be difficult for applying illiterate population. Low level of response rate is also another problem of questionnaire. Also, researchers cannot get in deep data from questionnaire (Kumar 2010).

This exploratory study will conduct a questionnaire with a semi-structured interview for some reasons. First, the semi-structured interview can mitigate questionnaire`s disadvantages such as reaching in-deep knowledge. Second, the research population is highly educated that questionnaire can be applied for reaching large population without a problem. The researcher will also conduct a pilot questionnaire for ensuring clarity of questions. Third, the researcher will explain the purpose of the study with an appropriate cover letter for increasing response rate. Lastly, Tharenou et al. (2007) have suggested questionnaire with a semi-structured or non-structured interview for exploratory studies.

The researcher has designed the questionnaire to answer three research questions of this study. The first section of the questionnaire tries to find out perception of the population about current PA system. The second section aims to evaluate cultural and organisational issues and managerial assumptions regarding evolving administrative PA for developmental PA. The last section of the questionnaire evaluates the applicability of developmental PA tools for the case study namely, feedback, coaching, and personal development plan.

3.7 Sampling Methods

The population of research consists of district governors (877), deputy governors (495), and inspectors (191). Although there is some job titles exist, the core job title is district governor for all these jobs because being a deputy governor and inspector require district governorship work experience. For that reason population of the research covers all these titles. Adding inspectors to the population gives the opportunity to see different perspectives on the case for the researcher because inspectors are the one of the raters of district governors and deputy governors.

The researcher followed purposive sampling method for selecting interviewees. All interviewees have at least ten years work experience, and they can speak English fluently. Systematic sampling method applied for determining questionnaire respondents. The population consists of 1563 members. The researcher has a list of the population so one-twenty of members (5 percent) have been chosen as a sample of the study. Their first name has listed all member of the population. Then, number one was chosen and after that number 21 was chosen for the sample. The questionnaire sent to 80 respondents. Due to the researcher works in the same organisation, the researcher expected at least 70% return rate. Overall, sample size consists of 80 district governors, deputy governors, and inspectors.

3.8 Data Analysis

There are 3 primary data were established by the researcher. The first primary data is an interview which conducted by 3 respondents. The second primary data is district governors` and deputy governors' questionnaire. The last primary data is inspectors` questionnaire. The interview questions consist of three specific themes which are current PA system, national and organisational culture and applicability of coaching, mentoring, feedback and personal development plan. The questionnaire of district governors and deputy governors comprises of 22questions .There are 14 questions in the inspector questionnaire. All data except interview was analysed and interpreted by Microsoft Excel. Interviews were analysed by thematic analysis

method. For increasing credibility of qualitative data, the researcher takes relevant information with a quotation (Saunders and Lewis 2012).

3.9 Research Validity, Generalizability, and Reliability

Validity means data collection methods aim to gauge what the researcher contemplate to gauge and findings of the research externalize real concept of issues. Ensuring for the validity of the research, the researcher has constructed questions of interview and questionnaire to answer 3 research questions. Also, the researcher has asked several questions about the same concept to get the real meaning of the concept. Finally, the researcher has conducted a pilot research for ensuring intelligibility of questions. Another issue is that ensuring external validity which means generalise findings of research to other research and institutions (Saunders and Lewis 2012, Kumar 2010). Because all public organisations are subject to implement the same laws and governmental regulations, results of the research can be generalised other public institutions in Turkey. Reliability refers to getting same results with research when measurement repeats in similar circumstances. Reliability depends on two conditions which are using same research methods and to what extent findings are consistent and accurate of these two different measurements which apply the same instruments (Kumar 2010). Due to the researcher works in the case organisation, observer bias is crucial to reduce to get reliable findings. For that reason, the will also benefit from one of his colleague to proof findings of the research whether data and findings are consistent and accurate to each others.

3.10 Ethical Consideration

According to Saunders and Lewis (2012) ethics means “standards of behaviour that guide the moral choices we make which govern our behaviour and our relationship with others.” The researcher will follow research ethics, especially for these areas. First of all, confidentiality and anonymity of participants are ensured by the researcher. The identity of participants will not be disclosed under any circumstances. Second, all participants express consent to participate the research without any coercion. Third, the researcher stated that all participants have the right to withdraw the research if they wish. Fourth, the researcher has explained the aim

of the research before data collection and has given enough time to decide on participation. Also, for ensuring honesty and avoiding deception, the researcher has applied peer review for data analysing process (Tharenou et al. 2007, Saunders and Lewis 2012).

3.11 Summary

The figure below illustrates summary of the methodology which the research follow.

Figure 3: Research Onion

Chapter 4 FINDINGS AND ANALYSIS

4.1 Overview

This chapter analyses primary data of the research. There are three primary data has been collected from the sample, they are questionnaire of district governors and deputy governors, a questionnaire of civil inspectors of Ministry of Interior and finally four interviews with district and deputy governors. Questionnaires are analysed by Microsoft Excel and interviews are analysed by thematic analysis method.

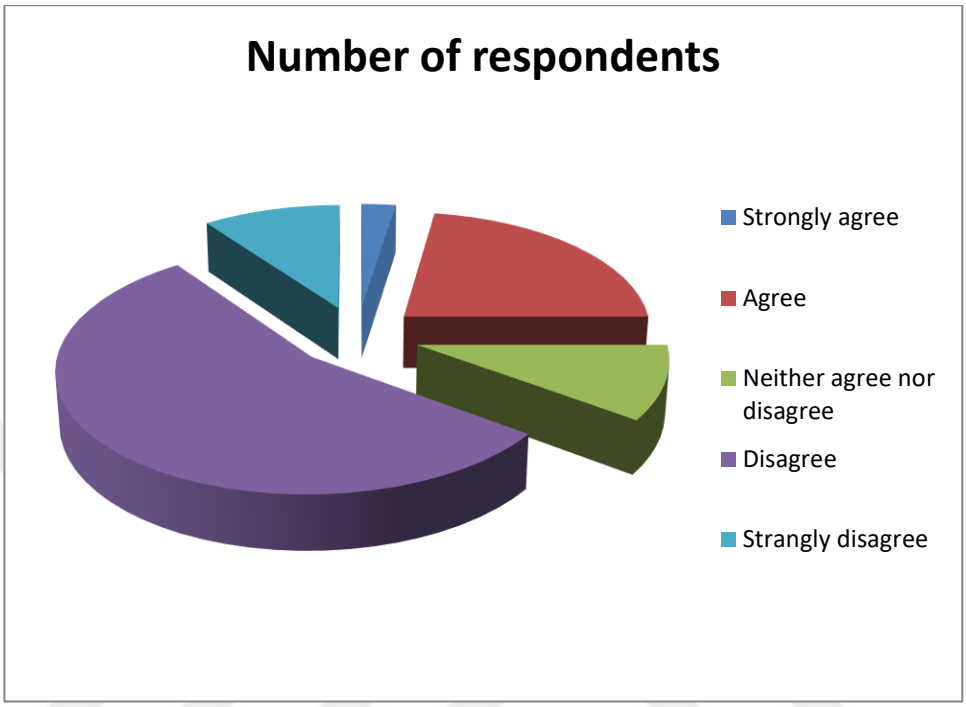
4.2 Findings

4.2.1 Demographic Findings

The sample consists of 20 district governors and 20 deputy governors. 12 of district governors have post graduate degree, 1 of them has a Ph.D. degree, and 7 of them have an undergraduate degree. 13 of deputy governors have an undergraduate degree, 6 of them postgraduate and 1 of them has a Ph.D. degree. There are five geographic regions in Turkey according to the Regulation of Performance Appraisal and Appointment of Prefects. Every prefect has to work these areas, at least, five years for each. The sample group represents all five regions. There are eleven prefects work in the first region, six prefects in the second and third region, five in the fourth region and lastly twelve prefects work in the fifth region. Hence, the sample group represents all these regions.

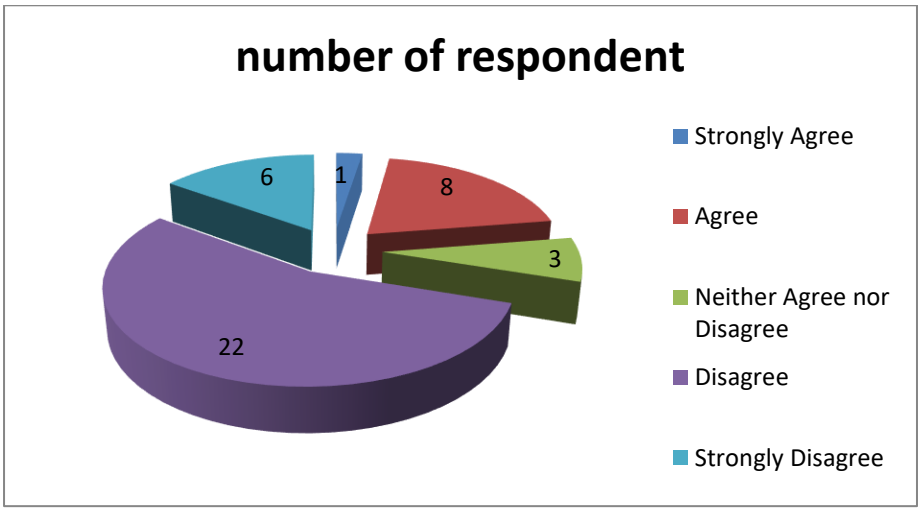
4.2.2 Perception of the current performance appraisal system

Figure 4: effectiveness of the current performance appraisal in terms of evaluating the performance of district governors.



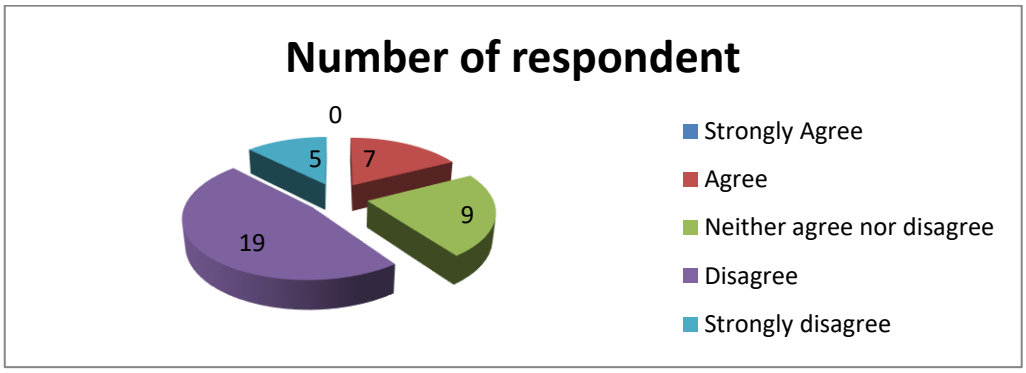
The question aims to evaluate the sample`s perception about the effectiveness of the current PA system. The majority of respondents, 26 respondents, believe that the current system is not effective to evaluate the performance of them. Similarly, participant 2 stated that " I think it neither tightly control nor promote to learn new things. It is just about acquiring something about me, I believe no one thinks that it is very important, it is just written some forms." Hence, the current system is not effective to take attention from district governors.

Figure 5: Can the current system promote motivation of district governors



The purpose of this question is to evaluate the perception of the sample concerning motivation about the current PA. Only minority of respondents feel that the current system promotes their motivation namely 9 out of 40. The finding is aligning with interview results. Interview Participant 3 claimed that "current system should focus specifically on my future career." Hence, the current system could not promote motivation of district governors due to focusing on heavily past performance.

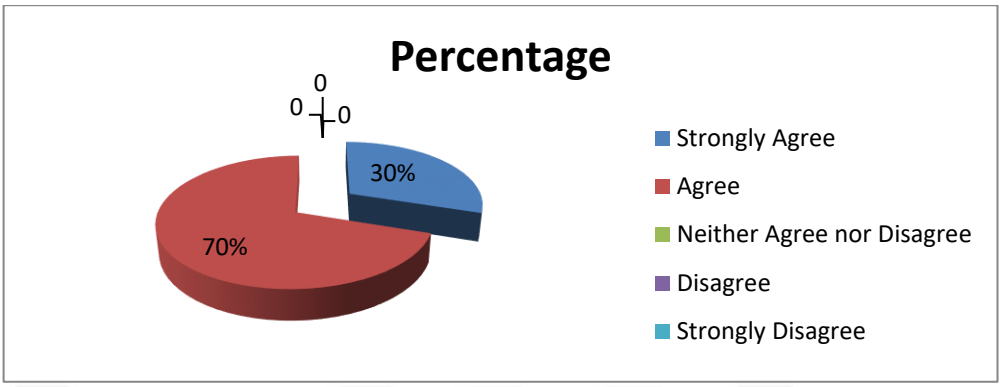
Figure 6: using results of performance appraisal for training programmes



This question anticipates finding out a relationship with results of PA and training programmes. Only 7 respondents think that training programmes have been designed with outcomes of the PA. Similarly, participant 3 stated that "Performance appraisal should comprise foreseen about future and it should be used for training

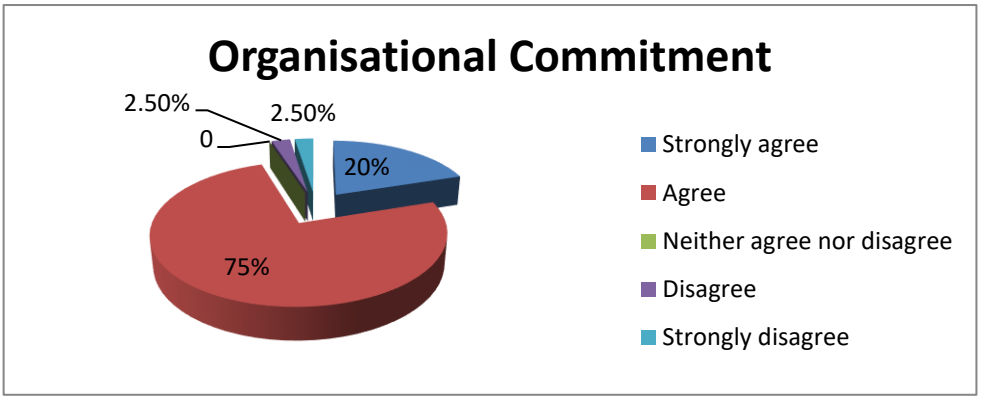
programmes for district governors." Therefore, this finding is consistent with Kirkpatrick (2006) claims.

Figure 7: SMART objectives motivate district governors



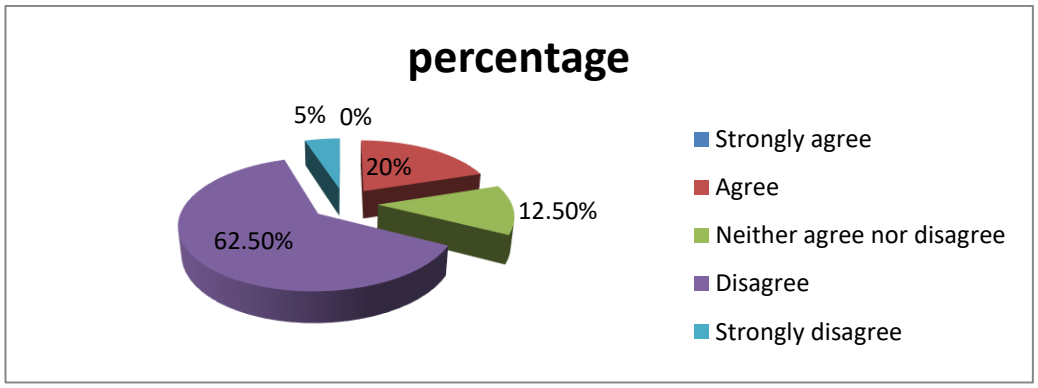
The question aims to determine preferences of the sample regarding the type of objectives. All of the respondents, 70% agree and 30% strongly agree, prefer specific, measurable, attainable, relevant and timely objectives to increase motivation themselves.

Figure 8: I am aware of my responsibilities and duties to reach organisational objectives no matter the performance appraisal takes place or not.



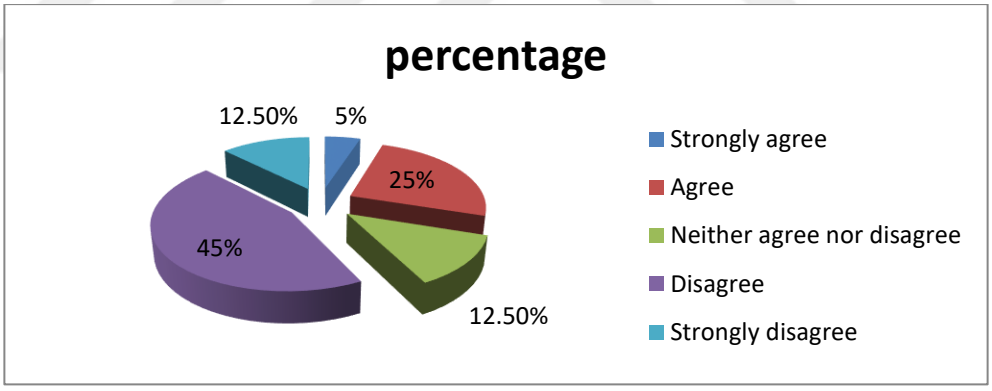
The question intends to reveal organisational commitment of prefects. 95% of them (75% agree, 20% strongly agree) believe that they are aware of their responsibilities regarding reaching objectives no matter the PA takes place or not.

Figure 9: Since performance appraisal is conducted for strict control of district governors, I am not eager to take any risk to accomplish tasks.



This question aims to evaluate commitment of prefects. The most important figure is that 67,5% of respondents are eager to take the risk for achieving task even if they are controlled strictly by the PA system.

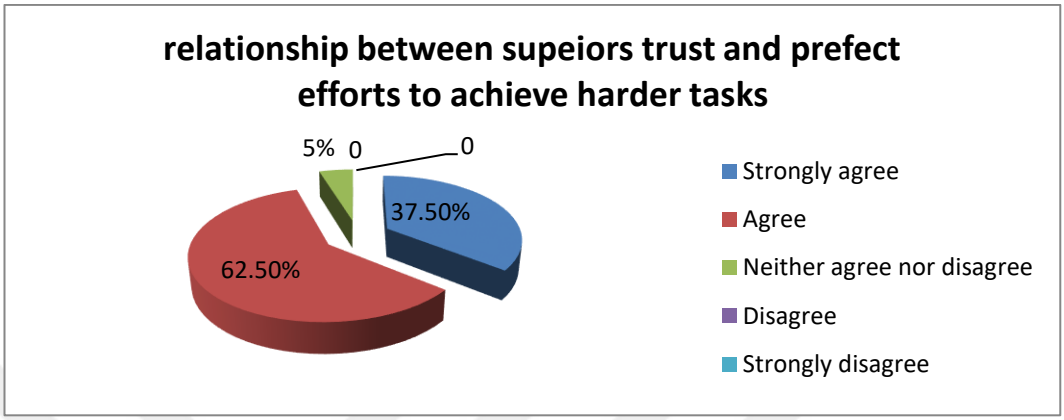
Figure 10: to what extent district governors feel free to seek feedback from their superiors?



Although feedback process requires interaction and communication, only 30% of respondents feel free seeking feedback from their superior. This finding suggests that hierarchy prevents district governors to request feedback from their superiors.

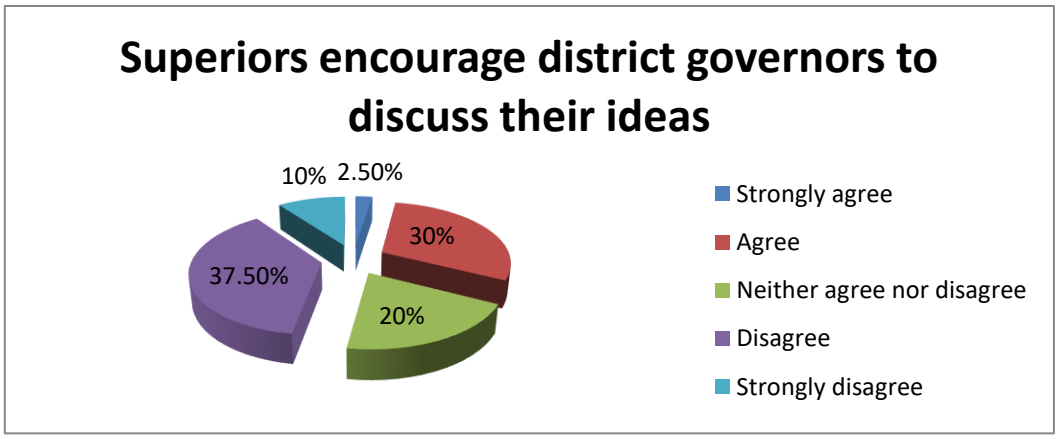
4.2.3 National and Organisational Culture and Leader-Member Relationship

Figure 11: Can superior trusts encourage prefects with to try harder tasks?



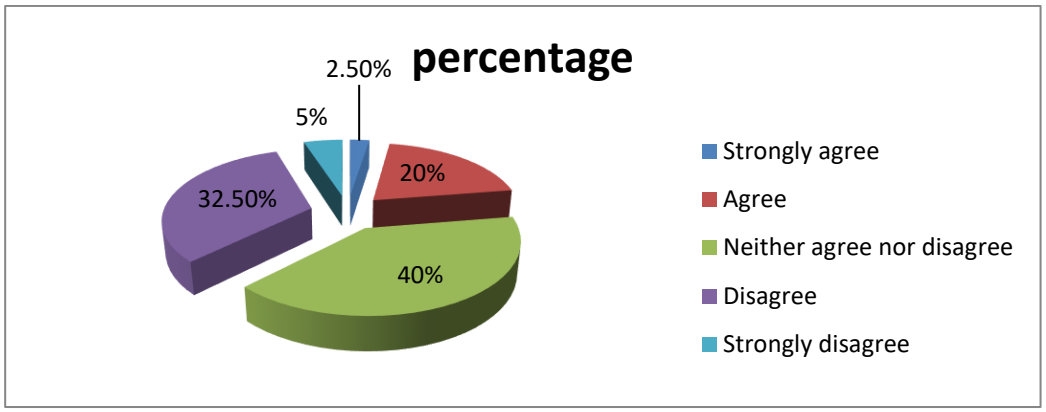
This question aims to point out the importance of leader-member exchange. 95% of respondent believe that if their relationship with their superiors is supportive, they will be much more eager to achieve harder tasks.

Figure 12: Do superiors encourage prefects with to discuss their opinions?



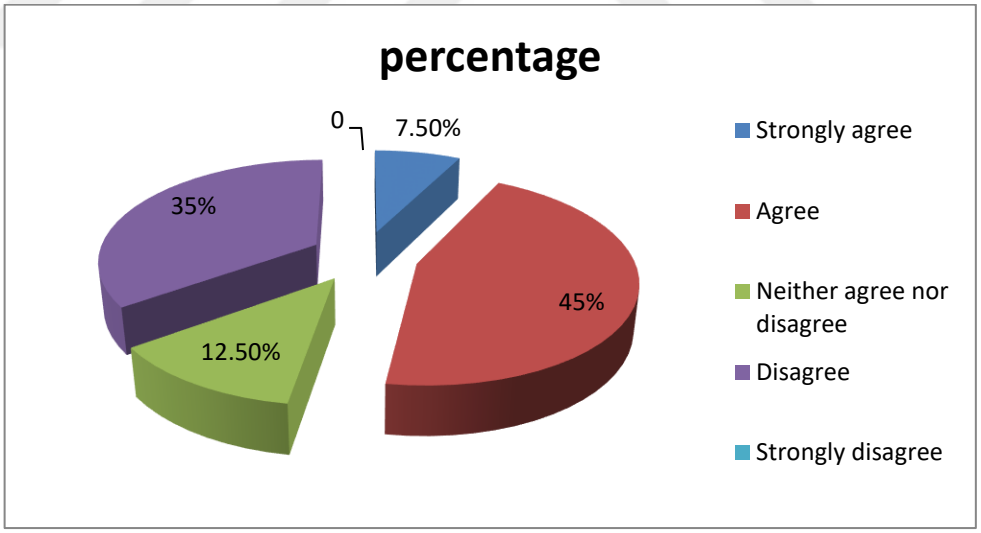
This question also aims to understand the leader-member relationship between superiors and prefects. Although 32,5% of them agree for their superiors encourage them to discuss their opinions, the majority of them believe that their superiors do not encourage them in this manner.

Figure 13: I am given opportunity to propose my ideas for solving organisational problems and my organisation takes into account them seriously



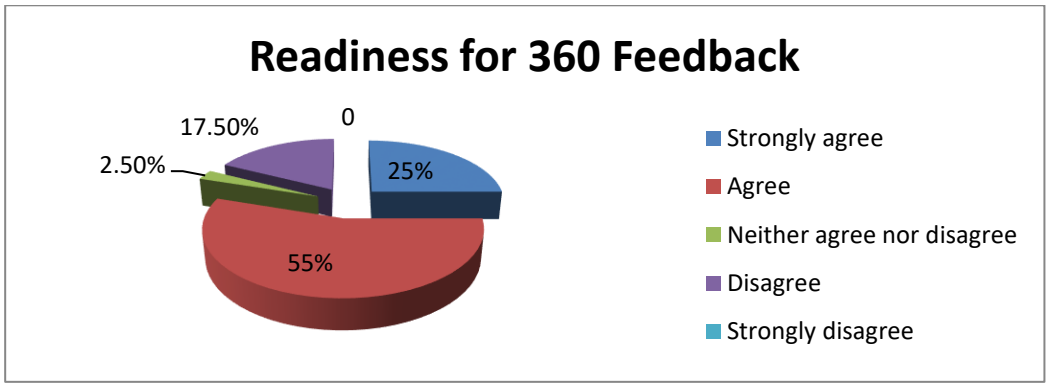
This question anticipates the revealing participation of prefects for decision-making processes. The most important finding is that 40% of respondents are undecided about the statement and 32,5% of respondents disagree with it.

Figure 14: Due to a high level of hierarchy, I feel not free to participate in decision-making processes.



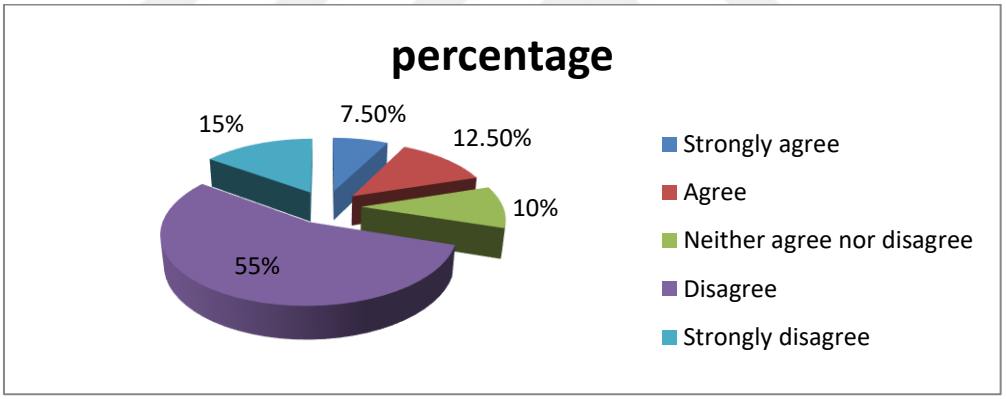
This question`s objective is quite similar to the previous question. Although 12,5% of respondents have not any idea about the statement, 52,5% of respondents do not feel free to participate decision-making processes.

Figure 15: I am ready for taking multisource feedback, even from my subordinates.



The question intends to evaluate the readiness of prefects for 360-degree feedback. 80% of respondents (55% agree, 25% strongly agree) feel comfortable with multi-source feedback.

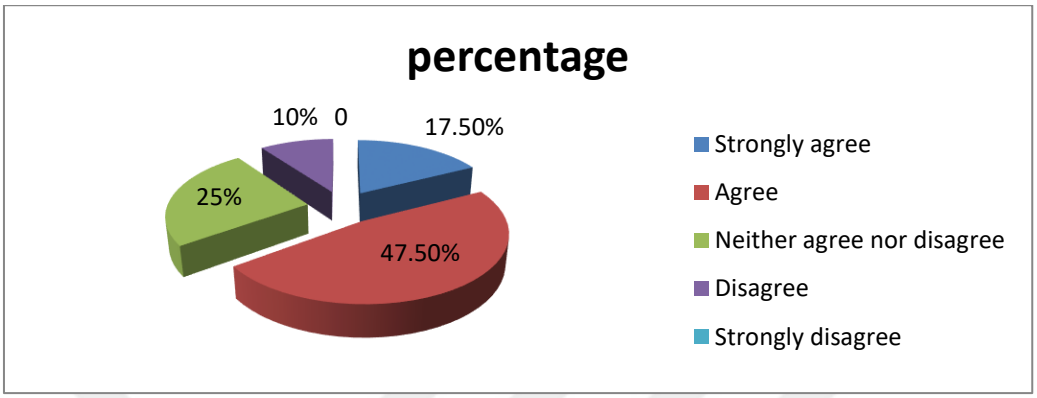
Figure 16: being evaluated by subordinates will affect the organisational climate negatively.



This question aims to measure perception of prefects about evaluation by subordinates. The findings of this question are aligning with the previous question`s findings. 70% of respondents (55% disagree and 15% strongly disagree) think that being evaluated by subordinates will not affect organisational order negatively.

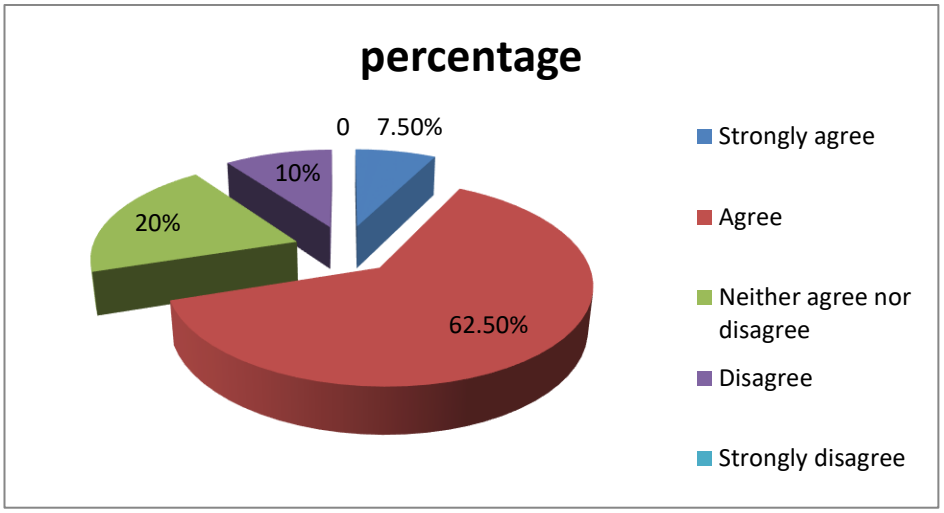
4.2.4 Learning and Development Strategies

Figure 17: I need coaching for gaining new KSAs in terms of developing competencies which having not with the desired level.



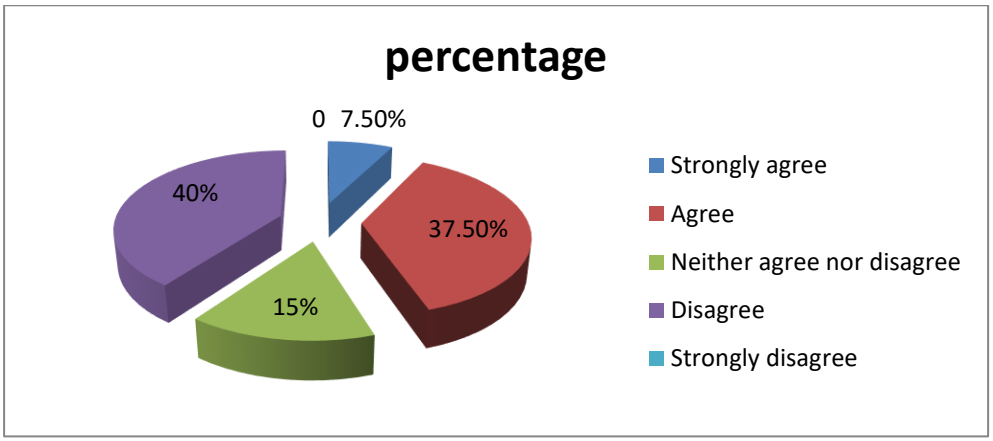
The question aims to evaluate the perception of prefects for coaching about individual development. 65% of respondents state that they need coaching for gaining new knowledge, skills and attitude.

Figure 18: if I opportunity to construct personal development plan with my superior, I will be much more eager to individual development.



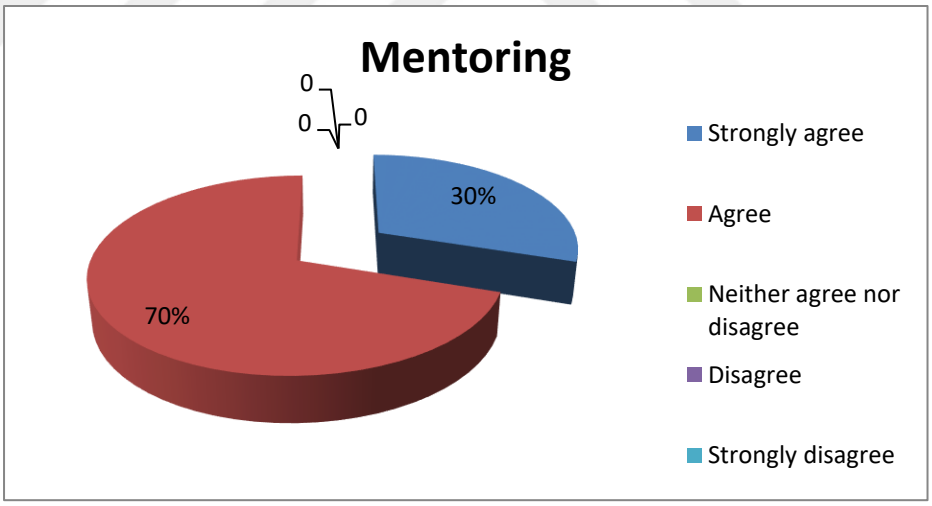
The figure shows that %70 of prefects prefer building a personal development plan with their superiors regarding individual development. On the other hand, only 10% of them disagree with the statement.

Figure 19: I follow PDP in terms of developing new knowledge, skills and attitude.



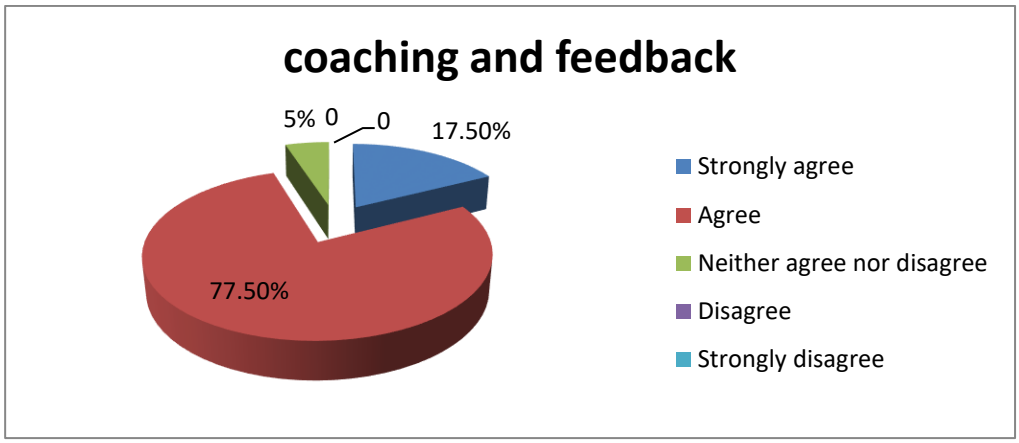
This question aims to investigate the usage of PDP by district governors. While 37,5% of respondents follow PDP, 40% of them do not follow, and 15% of them are undecided whether they use PDP or not.

Figure 20: I believe that mentoring is beneficial, and I benefit from more experienced colleagues supports.



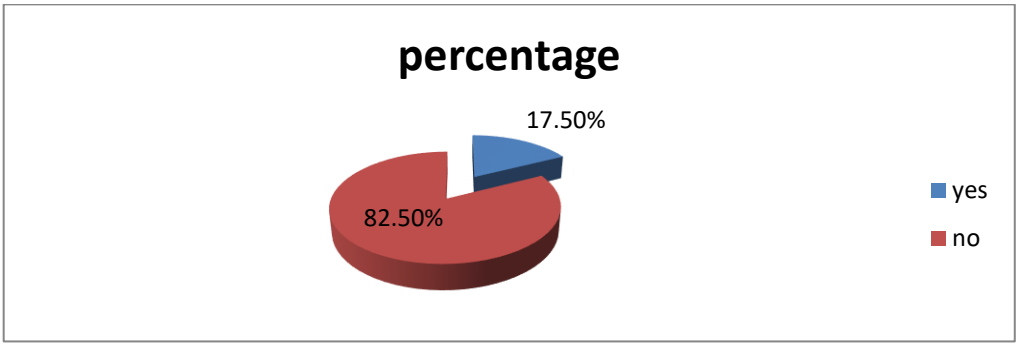
The figure proves that all prefects believe that mentoring is a beneficial strategy, and prefects benefit from it.

Figure 21: I believe that feedback and coaching can help me identifying and overcoming my weaknesses.



This question intends to understand the feeling of respondents about applying feedback with coaching regarding identifying and overcoming weaknesses. Although 5% of respondents have no idea about that, 95% of them feel that applying feedback and coaching together is a helpful strategy for individual development.

Figure 22: Can the current performance appraisal system ensure improving performance and individual development of district governors?



The figure above shows that the vast majority of respondents think that the current PA cannot ensure performance improvement and individual development of prefects. Contrary, 17,5% of respondents think reversely.

4.2.5 Inspectors` Questionnaire

Demographic Information

Table 6

Job Title	Number of respondents
Civil Inspector	5
Civil Chief inspector	5

The Civil Inspectors` Questionnaire has been sent 20 inspectors, 10 inspectors, and chief inspectors have answered the questions. The sample consists of 5 inspectors and 5 chief inspectors. Differentiation among the sample is based on work experience so it can refer that chief inspectors are more experienced than inspectors.

Table 7

Experience for the current position	Number of respondents
1-5 years	4
6-10 years	2
Over 11 years	4

The sample inspectors grouped about their work experience. There are four inspectors, who have 1-5 years inspector work experience; there are two inspectors who have 6-10 years work experience and finally, four inspectors have more than 11 years work experience.

Inspectors` Perception of the Current Performance Appraisal

Figure 23: I believe that inspection and performance appraisal provide clear direction to district and deputy governors who want to perform effectively.

The question aims to find out managerial assumptions of inspectors about Theory X and Theory Y. %60 of respondents agree or strongly agree with the statement, on the other hand, %20 of them disagree. It refers that inspectors believed without their role district governors could not perform effectively.

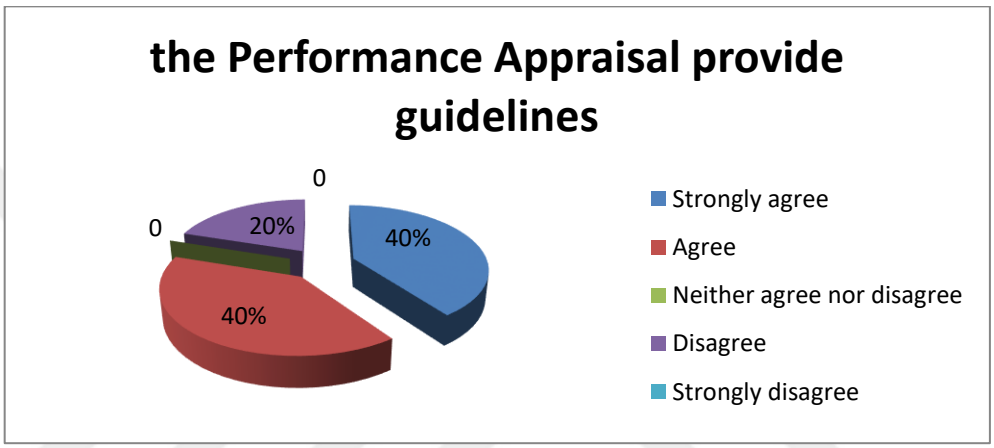


Figure 24: Which objectives of performance appraisal is the most important for you?

This question anticipates determining inspectors` perception about the role of PA. PA can be used for both objectives which are evaluating the past performance or developing the future performance. %80 of respondents believes that future performance development is more important than evaluating the past performance

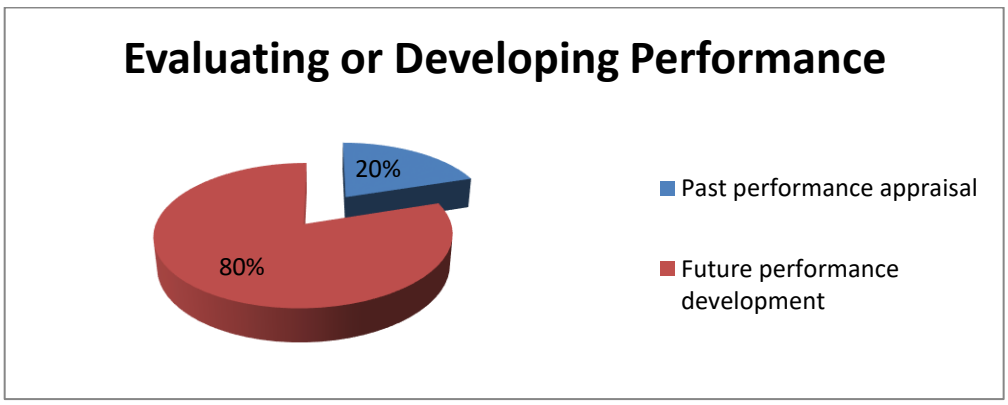


Figure 25: I believe that the current performance appraisal system evaluates district governors` performance and skills adequately.

The pie chart above shows that 80% of respondents disagree with the statement, and 20% of them are neutral with it. This finding is aligning with district governors' responses. Hence, the current system is not effective to evaluate performance.

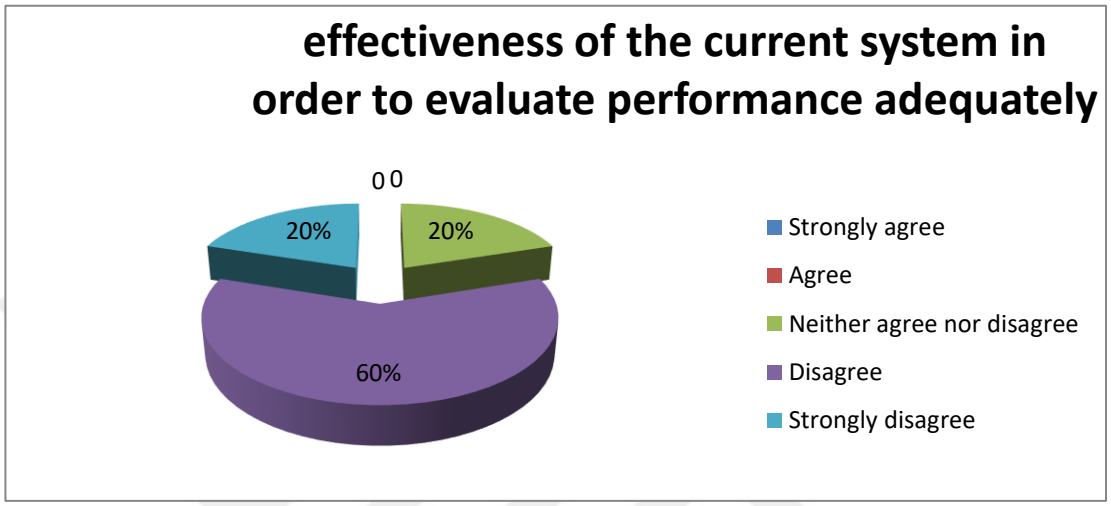


Figure 26: The current performance appraisal system heavily focuses on processes rather than outcomes.

Although 30% of respondents disagree and 20% of them are undecided with the statement, 50% of respondents feel that the current PA system focuses on processes instead of outcomes.

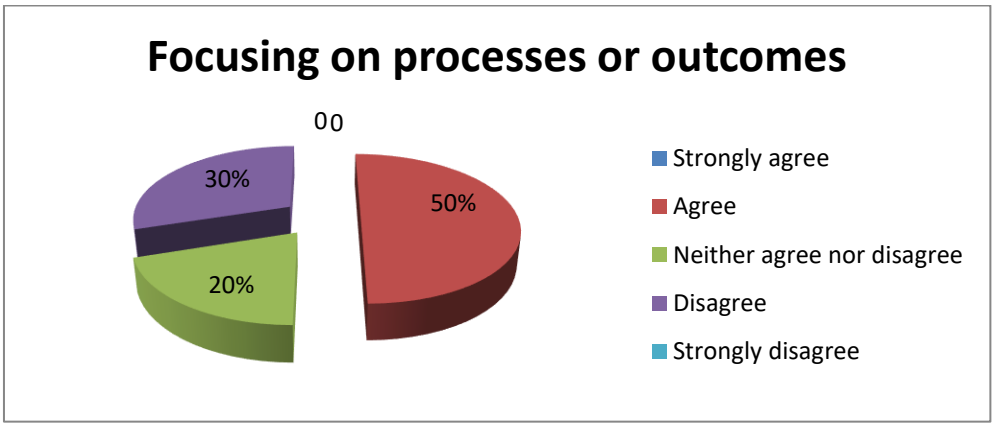


Figure 27: I encourage district governors to discuss performance related issues even their ideas differ from mine.

This question aims to find out readiness of inspectors about appraisal interview and communication with district governors about discussing performance with them. 40 % of inspectors strongly agree, and 60% of them agree with the statement.

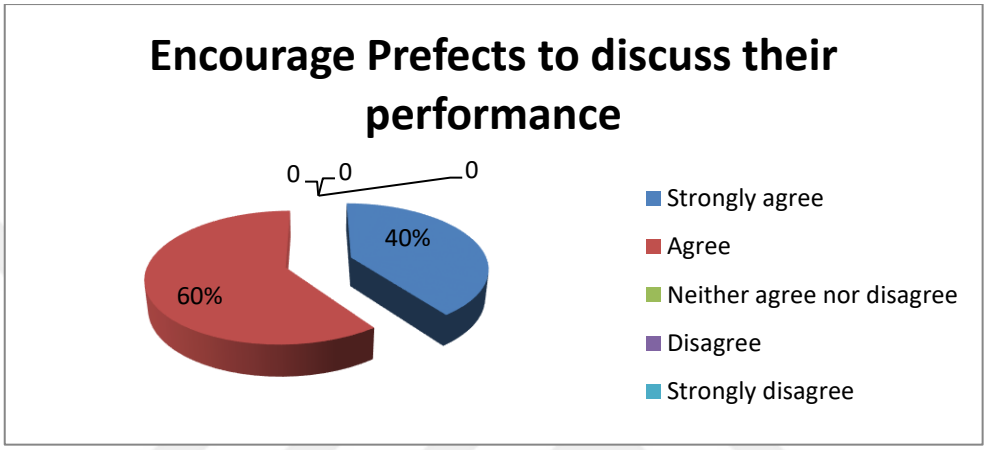


Figure 28: Multi-source feedback is more accurate and objective than single-source feedback.

This question aims to understand inspectors` perception about multi-source and single-source feedback about accuracy and objectivity. 70% of inspectors thought that multi-source feedback is more accurate and objective than single-source feedback. Similarly, 30% of them agree with the statement.

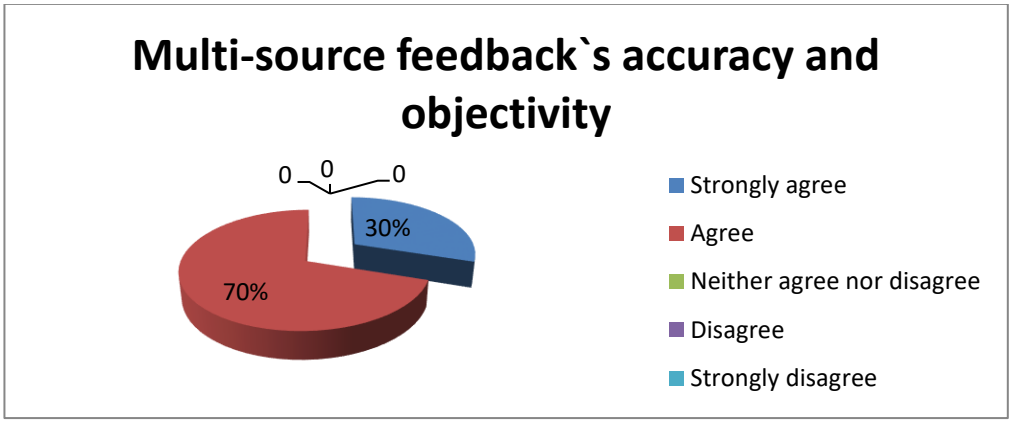


Figure 29: I believe that face-to-face appraisal interview promotes learning and development.

Face-to-face PA interview does not exist in Turkish public sector. This question aims to find out perception of civil inspectors. 60% of them stated that face-to-face appraisal interview promotes L&D of prefects. Contrary, 10% of them disagree with them.

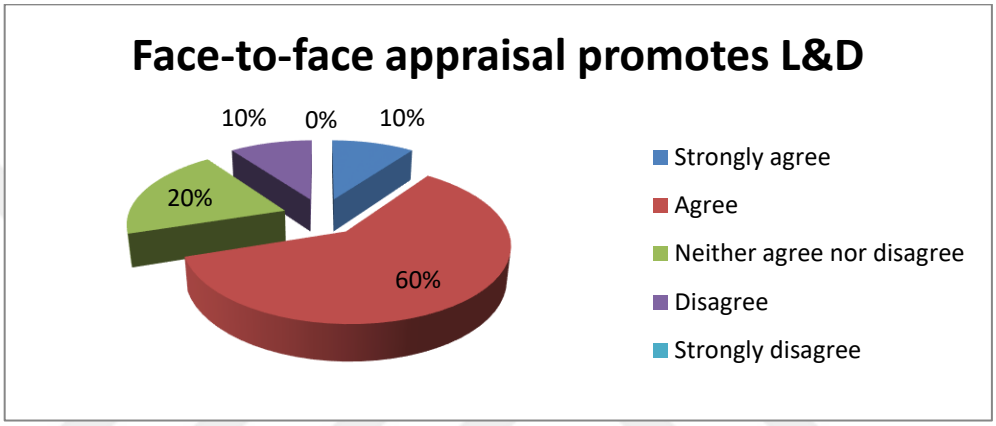


Figure 30: I believe that being an inspector and performance rater require professional coaching for district governors.

Although 40% of inspectors believe that being an inspector requires professional coaching, 40% of them have not any idea about the statement. 20% of respondents disagree with the statement.

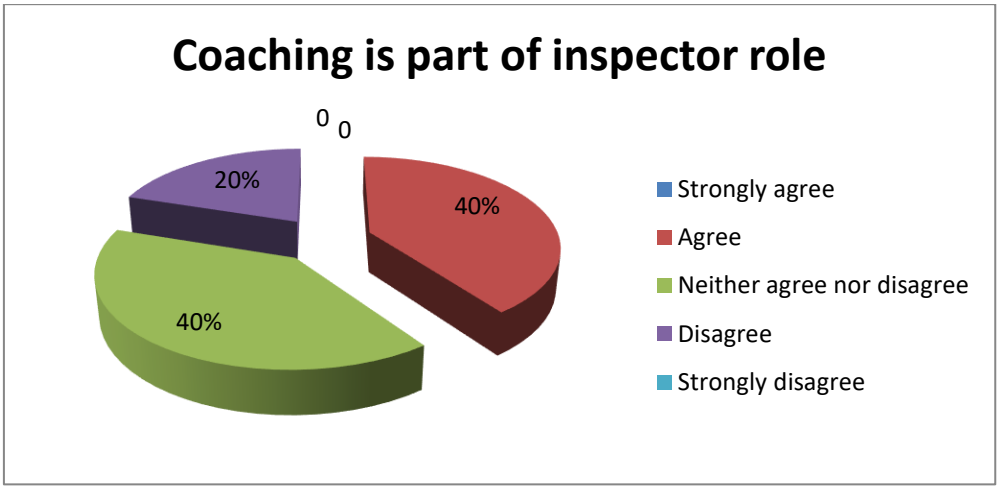


Figure 31: I believe that coaching is a beneficial strategy for learning and development.

This question aims to evaluate inspectors` perception about coaching as a learning and development strategy. 60% of them thought that coaching is a beneficial strategy for this purpose. The most striking result is that 30%of them have not any idea about the coaching as a learning and development strategy.

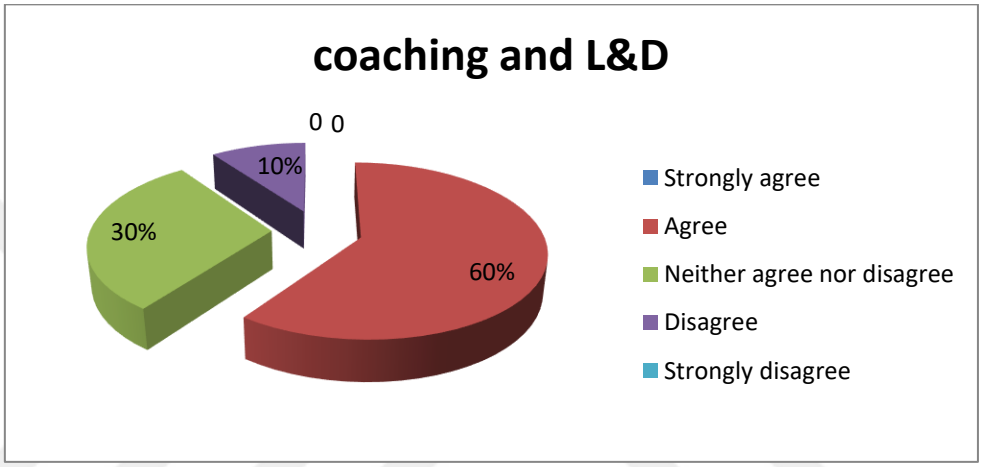


Figure 32: I give a comprehensive feedback in terms of pointing out prefects` strengths and weaknesses for mentoring support.

This question anticipates evaluating perception of inspectors about mentoring and feedback. While 90% of respondents thought that feedback support is part of mentoring practice, only 10% of them thought reversely. This finding implies that inspectors are eager to give comprehensive feedback.

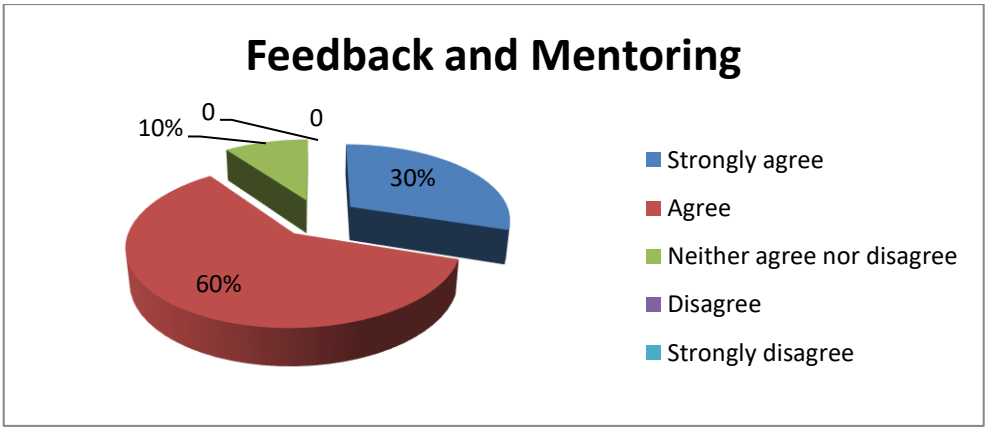


Figure 33: If I notice knowledge and skills gap on prefects, I try to talk to them about how to fill these gaps.

This question aims to find out the relationship between inspectors` role and mentoring. Although all respondents agree with the statement, 40% of them strongly agree with it.

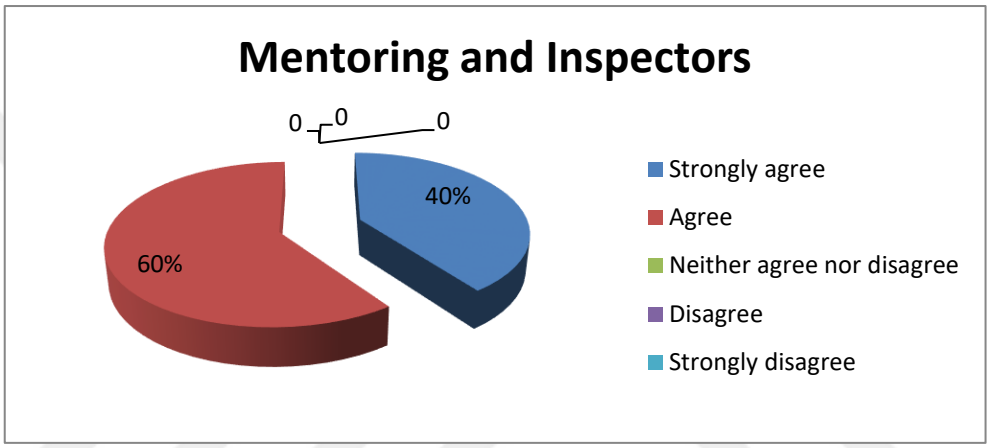
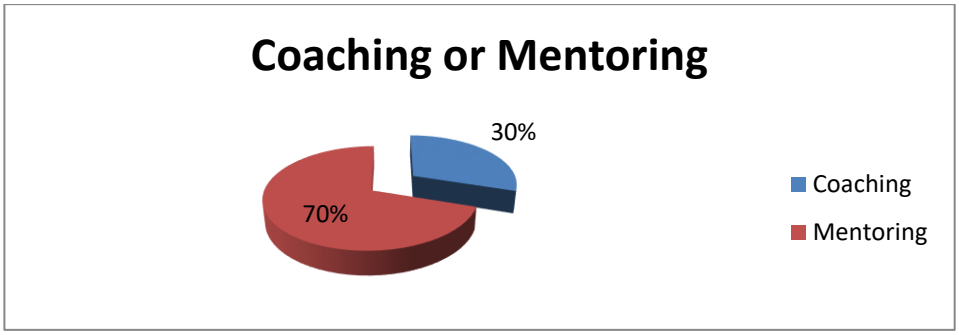


Figure 34: Which one is the most effective strategy with regard to improving performance of district governors?

This question aims to compare the importance of coaching and mentoring for inspectors` point of view. 70% of respondents believed that mentoring is more effective strategy than coaching. This finding suggests that mentoring is more familiar than coaching for inspectors and generally coaching has not been applied.



4.2.6 Findings of the Interviews

A) Barriers for implementing developmental performance appraisal	It is important to evaluate the current performance system regarding understanding strengths and weaknesses of the system. The first theme shows perception and feeling of the interviewees. For example, all respondents have a negative feeling about the current system. "There is no feedback. I can say that you can learn by writing a letter to Ministry of Interior. But it is difficult way to learn. Most of district governors do not want to learn their results" Another participant stated that: "The current performance appraisal system does not motivate me to learn or develop myself. I believe no one thinks that it (performance appraisal) is very important, it is just written some forms".
B) Organisational culture of Ministry of Interior	Supportive relationship and cultural norms are important element for effective performance appraisal. The second theme aims to investigate cultural norms and leader-member relationship. For example one of participant stated: "District governors have some problem with regard to communicating with their superior. There is very strong authority relationship between superiors and subordinates". Another participant said: "If my superior is close and who does not ask any opinions of mine, I sometimes feel that I am useless. I have not got any experience due to hierarchy they never discuss our performance with us. They just send results to the Ministry. My superiors have not seen even my CV; they don't know my experiences, educational and professional background". Another participant claimed: "I refrain to discuss with my superior about my performance degree. Turkish bureaucratic system does not allow us to talk our superior about performance". Two out of three of participants agree that their subordinates can work

	without controlled by superiors. One participant stated that: "Subordinates can work without my control." Another responded said: "I don't control work progress only I can look the policies, I don't control daily progress. Everybody should take responsibility. They should feel responsibility for their job". On the other hand, one participant claimed that: "If they don't have auto-control or self-discipline, it means the lack of supervising."
C) Learning and Development Methods	One of the participant has a negative idea about coaching regarding individual learning and development of prefects. "Coaching does not help district governors for personal development." Other participants have not a clear idea about coaching, and they were confused about the meaning of coaching and mentoring. One participant said: "If you think a coaching like a matter an apprenticeship in a job, there is kind of coaching in our job. Trainee district governors learn from their colleagues who are more experienced than them. One of participant claimed that: "Participant: I think that coaching is very important about development of district governor. When I was in the first year of district governorship, there was a coach who shows some direction related my job for three months. Researcher: Did your organisation provide this coaching support? Participant: yes, my organisation provided. Researcher: Was he inspectors or professional coach? Participant: No, he is my colleague who was more experienced than me. Researcher: He was also a district governor". Participants do not apply personal development plan, but they prefer to construct PDP with their superiors. One participant claimed that: " I didn't use written PDP, but I have always some plan about my life and career. First of all, my superiors should believe themselves in terms of

	contributing my personal development. They should care about their subordinate`s career". Another participant said that: "Yes, I prefer. Performance appraisal interview should include personal development plan, and I need to see what will be my career, I want to talk with my superiors face-to-face about my personal development".

4.3 Discussion of Findings

The researcher will discuss findings of primary data with 3 research objectives in this section.

Research Objectives

1. To identify and reduce barriers in order to establish developmental performance appraisal for district governors of Turkey.

2. To examine Turkish national and organisational culture whether it is suitable for developmental performance appraisal or not.

3. To develop an acceptable and feasible learning and development program connected with performance appraisal for district governors.

1. To identify and reduce barriers in order to establish developmental performance appraisal for district governors of Turkey.

The majority of respondents feel that the current system is not effective to evaluate the performance of district governors. For example, Participant 1 stated that "there is no feedback. I can say that you can learn by writing a letter to Ministry of Interior. But it is a difficult way. Most of the district governors do not want to learn their results".

This finding suggests that there are feedback related problems. Lack of feedback can cause some cultural differences. On the other hand, according to Yahyagil and Otken (2011), Turkey can be seen as a high context, hierarchical and conservative country. On the contrary, Turkish culture is much more egalitarian,

lower on hierarchy and conservatism than its neighbours due to its intensive interaction with Europe. Woldu et al. (2012) have conducted research with 455 respondents from Austria, Poland, and Turkey. Due to the westernization progress, Turkey has been affected by Western culture. Hence, research findings state that there are not any cultural differences between Austria and Turkey apart from some differences existing between the manager and the non-manager group about collectivism and bias towards their fellows. Overall, the finding of the research is inconsistent with Yahyagil and Otken (2011) and Woldu et al. (2012) claims.

The second problem about feedback is that 57,5% of respondents do not feel free to seek feedback their superiors. This finding suggests that leader-member relations should be enhanced regarding satisfactory performance appraisal. According to Pinchler (2012) social exchange theory should be taken into account for a successful process. The author suggests that high quality of rater-ratee relationship can enhance outcomes of PA. Giving opportunity for ratees to participate process leads to positive appraisal reaction. It is essential for PA because it should not only focus on the accuracy of feedback but also should aim to develop high quality of communication among seniors and subordinates before and after the process. Stanton and Nankervis (2011) have conducted research with 91 senior managers in Singapore about exploring their perception about PA. %95 of private sector managers and %90 of public managers thought that extended communication was the most important part of PA.

Enhancing relationship between superiors and subordinates also helps to improve motivation of district governors and reduce adverse reaction of them. Because of, 28 out of 40 respondents thought that the current system cannot promote their motivation. Similarly, Participant 2 stated that “the current PA system does not motivate me to learn or develop myself. I believe that no one thinks that PA is very important, it is just written some forms”. Overall, motivating district governors for learning and development requires effective and supportive communication between superior and subordinate.

Ensuring learning and development after feedback need some circumstances entire organisations. First, organisational and individual goals should be compatible with each other, and they can be transferred into metrics. Second, organisational communication channels need to be open for informing organisational vision and strategies to the individual level. Also, quality of feedback such as timely, objectively and encouraging employees for future progress should be provided by organisations (Mayfield and Mayfield 2012). Similarly, according to Detert and Burris (2016), there are some fear factors especially in high power distance and collectivist countries should be removed.

Although there some problem related to motivation, feedback and leader-member relations, the organisational commitment of district governors is very high. 95% of respondents committed their job even if PA does not exist. According to Srivastava and Dhar (2016) organisational commitment mostly affected by leader-member exchange and committed employees are eager to work beyond their job description. The findings of the research contradict the authors' claims. It can be caused by unique features of district governors who are highly idealistic. This characteristic also affects risk taking; only 20% of respondents are not eager to take the risk if PA strictly controls them. This information proves that organisational commitment is a crucial component of individual and organisational performance.

2. **To examine Turkish national and organisational culture whether they are suitable for developmental performance appraisal or not**.

National and organisational culture affect implementation of PA. As part of HR practices, performance management is affected by cultural, social and political differences between countries. According to Aycan (2001), Turkey has evolved as a less collectivist, hierarchical and less uncertainty avoidance since Hofstede`s research. On the other hand, paternalism is an important feature of Turkish national culture. Paternalism also affects organisational culture and behaviour as superiors play supportive and protective roles for their subordinates.

45% of respondents agree, and 7,5% of them strongly agree with that they do not feel free to participate decision making due to a high level of hierarchy. Similarly,

only 32,5% of them believe that they are given to opportunity discuss their ideas with their superior. This information suggests that tight authority affects negatively on district governors` performance. These findings contradict Aycan`s (2001) claims.

On the other hand, the vast majority of respondents are ready to be evaluated by their subordinates. Similarly, 70% of them disagree with being evaluated by subordinates will affect the organisational climate negatively. These findings suggest that organisational culture of Ministry of Interior is suitable for multi-sourced appraisal. Contrarily, according to Ahmad and Allen (2014), 360 Degree feedback is consistent with Islamic belief, on the other hand, Pakistan`s culture illustrates high power distance and high level of uncertainty avoidance. These features discourage managers from being evaluated by their subordinates. Authors claimed that high power distance and uncertainty avoidance features of Pakistan prevented the prevalence of feedback process. Overall, it can be referred that Turkey is low power distance and less uncertainty avoidance than Pakistan.

3. **To develop an acceptable and feasible learning and development program connected with performance appraisal for district governors.**

District governors of Turkey can be seen as a local representative of the Government (Bilgin 2008). Therefore developing their leadership and managerial skills are essential regarding satisfaction of citizens and quality of public service. In this section enhancing PA with coaching, mentoring and PDP tools will be evaluated regarding improving their performance and leadership skills.

According to Nieminen et al. (2013), coaching can help to increase self-efficacy of managers. The majority of district governors (65%) stated that they need coaching support to gain new knowledge, skills and attitude. Also, 70% of them feel that coaching affects positively to self and assessment by others. On the other hand, %70 of inspectors feels that mentoring is more beneficial strategy than coaching. It may be the reason of the confusing meaning of coaching and mentoring. For example one of interview respondent said, “I think that coaching is very important for the development of district governors. When I was in the first year on district governorship, there was a coach who shows some direction related my job for three

months. Coach is my colleague who was more experienced than me and he are also a district governor". This answer suggests that coaching is not well-known strategy among district governors.

Mentoring is a helpful strategy for organisational transformation because of it can provide a suitable environment for an organisational change about creating a supportive environment especially for less experienced staffs. Also, it can promote career success of mentees and mentors (Paquette 2012, Bozionelos et al. 2011). All respondents believed that mentoring is a beneficial strategy, and they have benefited from experiences of their colleagues. Similarly, 70% of inspectors found that mentoring is more useful strategy than coaching regarding developing district governors. These two findings suggest that Ministry of Interior has mentoring experiences, and district governors highly accept it.

Applying personal development plan is not common among district governors. 40% of them have not used, and 15% of them have not any idea about it. According to Beausaert et al. (2013) claimed that qualified feedback and interview play a pivotal role in successful PDP progress. Supportive appraisal interview and coaching can also improve self-reflection of ratees`, self-reflection is the most important initial part of PDP. Beausaert et al. (2013) have conducted research with Dutch pharmacy assistants by applying questionnaire about using PDP. They have found that PDP user participants have performed much more learning activities than non-users in the past. Contrary, PDP users are going to plan less learning activities than non-users. The final result of this research is that there are not significant differences about improving job competencies among PDP users and non-users.

4.4 Conceptual Framework

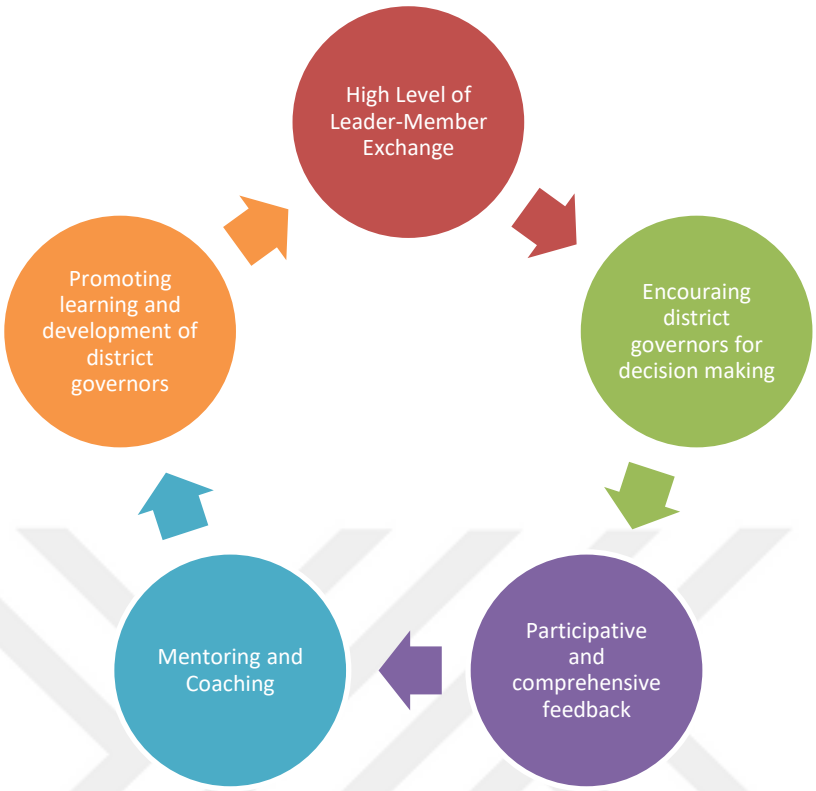


Figure 35: Conceptual Framework (Designed by the researcher)

The researcher has constructed the conceptual framework benefiting from related literature and findings of the primary research. Supportive leader-member relations lead to encourage district governors on decision-making. Also, these factors result in participative and comprehensive feedback process. Applying feedback with coaching and mentoring can promote learning and development of district governors. Overall, these factors are crucial for developmental PA process.

Chapter 5 Conclusion and Recommendations

5.1 Conclusion

Due to the majority of study focusing on accuracy and objectivity of PA, the developmental purpose of PA was mostly neglected by researchers. The study aimed to answer these three questions:

1. How to convert the current performance appraisal system so as to develop district governors of Turkey for future progress.
    - **Providing feedback:** Nearly all participants stated that lack of feedback is the main drawback for the current PA. Developing district governors by appropriate PA needs feedback. This conclusion is aligning with Selden and Sowa (2011). They stated that ongoing feedback is an essential part of the developmental PA that it provides for determining weaknesses and strengths of receivers. Also, high quality of feedback also reduces adverse reaction of the receiver and motivates them for individual development.
    - **Encouraging district governors to seek feedback and discuss face-to-face their ideas with their superiors:** Majority district governors do not feel free to request feedback from their superiors in order to assess their weaknesses and strengths. This pattern is consistent with Detert and Burris (2016), they claimed that face-to-face idea sharing between superiors and subordinates can reduce the anxiety of subordinates, and they could be more eager to share their thoughts. A positive approach can also enhance the motivation of them about individual learning and development. Thus, lead managerial style helps to create a supportive environment for developing district governors.
2. How do different managerial assumptions, leader-member relations, and organisational culture affect the implementation of HR practices, especially on performance appraisal processes of district governors in Turkey?
    - **High level of hierarchy:** Above half of the district governors do not feel free to participate decision-making. It suggests that district governors feel high power distance between them and superiors. It may cause to leave aside PA. As an example, one of interview respondents stated that “There is no feedback. I can say that you can learn by writing a letter to Ministry

of Interior. But it is difficult way to learn. Most of the district governors do not want to learn their results". Therefore, ensuring participation and caring results of PA by district governors, it is important to ease perceived power distance and hierarchy.

- **Organisational culture:** There are not any cultural problems have been explored about implementing 360-degree feedback. For example, both district and deputy governors, and also inspectors are ready for multi-sourced feedback process. On the other hand, some regulations prevent giving feedback to district governors. The majority of district governors seem that being evaluated by multi-sourced actors, even by their subordinates, does not cause any problem.

3. What district governors' opinions about implementing feedback, coaching, mentoring and PDP together regarding promoting individual development of them?

- **Mentoring and PDP:** The conclusion suggests that district governors prefer and apply the mentoring strategy. It can be inferred that the Ministry of Interior has a suitable environment for this strategy. On the other hand, following a personal development plan is not common among district governors. It may be the result of the current PA system which focuses on past performance rather than improving future performance. This result is consistent with Beausaert et al. (2013) findings. The authors have claimed that the reason of PDP users plan less learning activities for future is that feedback only focuses on past activities.
- **Confusing the meaning of coaching:** Coaching is a helpful strategy for gaining specific knowledge, skills and attitude. On the other hand, there is confusion about the meaning of coaching among district governors. Some of the district governors assume that coaching and mentoring are the same concepts. Although mentoring requires experiences, coaching is much more professional strategy than mentoring.

Overall, establishing developmental PA system requires looking at the issue with broader perspective. It does not only need to set up objective and accurate performance criteria, it requires suitable organisational culture and also ongoing learning and development activities at the same time.

5.2 Recommendations

This study aims to fill the gap in knowledge about developmental features of PA. For this reason following recommendations should be taken into account by the organisation.

- Due to the low level of interaction between superiors and district governors, the organisation should promote leader-member relations entire the organisation.
- The organisation should provide transparent and comprehensive feedback for district governors. In addition to that, face-to-face and qualitative feedback should be considered by the organisation in terms of promoting motivation of district governors about learning and development.
- 360-degree feedback should be considered as a possible option for evaluating the performance of district governors. In addition to that, the results suggest that district and sub-governors anticipate comprehensive feedback and interaction with their superiors from PA. Inspectors believe that multi-sourced feedback is more accurate and objective than single-sourced feedback. Similarly, Manning (2013) suggested that 360-degree feedback helps to diagnose the reason for the success of failure accurately.
- Because of the lack of knowledge about coaching and personal development plan, the organisation should provide training programmes for increasing awareness of district governors. On job training can be a beneficial strategy and district governors prefer these kinds of strategies. This recommendation is consistent with Senel (2014), the author suggested a mentoring and on job training strategies for district governors regarding learning and development.

5.3 Limitations

This research has suffered from some limitations. The first limitation of the research is that primary research has not applied for provincial governors. Provincial governors as a line manager, they are an key player of PA of district governors. For further research, primary research should be included, provincial governors.

Because of exploratory study needs some time to analyse the case deeply, cross-sectional study is another limitation of the research. The third limitation of the research is that lower response rate. The researcher anticipated to conduct at least five interviews, only three interviews have been finished. The main reason for this limitation, interview applied with English so the researcher could not find five candidates with a short period.

The research has focused mentoring, coaching strategies as a learning and development methods. Considering with E-Icisleri intranet opportunity, e-learning is another suitable learning and development strategy. Hence, e-learning should be evaluated with further studies.

The last limitation of the research is that what types of coaching are a suitable strategy for the development of district governors were not identified. There is not only one type of coaching exist. Therefore, different types of coaching strategies should be investigated on future studies.

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Appendix 1. District and Deputy Governors Questionnaire

QUESTIONNAIRE

Please select the appropriate option for you.

1) **What is your current job title?**

District Governor ( )

Sub-Governor ( )

2) **Qualification**

Undergraduate degree ( )

Master degree ( )

PhD degree ( )

3) **Which geographical region do you work?**

1. Region ( )
2. Region ( )
3. Region ( )
4. Region ( )
5. Region ( )

Section 1

4) I believe that the current performance system evaluates my performance and skills adequately.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree ( )

5) The current appraisal system promotes motivation through the job.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree ( )

6) My organisation prepares training programmes by taking outcomes of performance appraisal of district governors into consideration.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree ( )

7) If I am given SMART (Specific, Measurable, Achievable, Timely and Realistic) objectives by supervisors, I will be more motivated to achieve objectives.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

8) I am quite aware of my responsibilities and duties to reach organisational objectives whether the performance appraisal takes place or not.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

9) Since performance appraisal is conducted for strict control on district governors, I am not eager to take any risks to accomplish tasks.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree
( ) Disagree ( ) Strongly Disagree ( )

10) I feel free to seek feedback from my superiors because they tend to encourage me rather than criticise.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree
( ) Disagree ( ) Strongly Disagree ( )

Section 2

11) If I feel my superiors trust me regarding achieving goals, I will try to achieve much more difficult goals.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree
( ) Disagree ( ) Strongly Disagree ( )

12) I am encouraged by superiors to discuss problems with them even if my opinions differ from theirs.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

13) I have the opportunity to suggest solutions for organisational problems, and they are seriously taken into account by my organisation.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

14) Due to the level of hierarchy, I do not feel free to participate in the decision-making process in official meetings which are executed by supervisors.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree ( )

15) I am ready to be evaluated by multisource feedback (being evaluated by superiors, peers, subordinates, and stakeholders), even by my subordinates.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree ( )

16) Being evaluated by subordinates will affect the organisational climate negatively.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree ( )

Section 3

17) I need coaching support in terms of how to gain KSAs (Knowledge, Skills and Attitude) which I do not have with a target level to improve my competencies.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree( )

18) If I have an opportunity to set my individual developmental goals with my supervisor, I will be much more enthusiastic about personal development.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree ( ) Strongly Disagree ( )

19) I follow a Personal Development Plan (PDP) to fill skills, knowledge and attitude gaps.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( ) Disagree( ) Strongly Disagree( )

20) I believe that mentoring is helpful strategy especially for inexperienced district governors; I also benefit experiences from my colleagues.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree( ) Strongly Disagree( )

21) I believe that feedback with coaching will help me to develop myself about identifying and overcoming weaknesses.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

22) Can the current performance appraisal system ensure personal development of district governors?

Yes( ) No( )
Why? Please expand your argument.

Appendix 2.

Questionnaire for Inspectors

Please select the appropriate option for you.

1. What is your job title?
   Inspector ( )
   Chief Inspector ( )

2. Work experience for the current position?
   1-5 years ( )

6-10 years ( )
11 Years or more ( )

3. I believe that inspection and performance appraisal provide clear direction to district and deputy governors who want to perform effectively.
   Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
   Disagree ( ) Strongly Disagree ( )

4. Which objective of performance appraisal is the most important for you?

   Evaluating past performance ( )
   Developing future performance ( )

5. I believe that the current performance system evaluates district governors' performance and skills adequately.

   Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
   Disagree ( ) Strongly Disagree ( )

6. The current performance appraisal system heavily focuses on processes rather than outcomes.

   Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
   Disagree ( ) Strongly Disagree ( )

7. I encourage district governors to discuss performance appraisal related issues even their ideas differ from mine.

   Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
   Disagree ( ) Strongly Disagree ( )

8. Multi-source feedback is more accurate and objective than single-source feedback.

   Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
   Disagree ( ) Strongly Disagree ( )

9. I believe that face-to-face appraisal interview promotes learning and development.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

10. I believe that my being an inspector and performance rater require professional coaching for district governors.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

11. I believe that coaching is a beneficial strategy for learning and development.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

12. I give comprehensive feedback to district governors in terms of highlighting their strengths and weaknesses for mentoring support.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

13. If I notice knowledge and skills gaps of district governors, I try to give advice them about how to fill these gaps.

Strongly Agree ( ) Agree ( ) Neither Agree nor Disagree ( )
Disagree ( ) Strongly Disagree ( )

14. Which one is the most effective strategy with regard to improving performance of district governors?

Coaching ( ) Mentoring ( )

Appendix 3 Interview Scripts

Participant 1

R: Hello dear my friend. Thank you for participating. I need your consent. Do you mind if I record our interview?

P: Yes, you can.

R: Thank you very much. Your participation is very important for me because I am studying about performance appraisal of district governors of Turkey. So, your responses are very important for my study. First of all, I want to talk about your current performance appraisal system. What do you think about the current performance appraisal system in terms of motivating you for learning and development (L&D)?

P: Actually, I want to say that the current performance appraisal system does not include any strategy for L&D. There is not direct relationship between performance appraisal and L&D. But district governors should know how to develop themselves. There are some problems about the system. There is no feedback. I can say that you can learn by writing letter to Ministry of Interior. But it is difficult way to learn. Most of district governors do not want to learn their results of performance appraisal. It is a problem about motivation and L&D environment for district governors. Also the system is based on two different people's evaluation one of them provincial governor evaluation or assessment and other one is inspectors of ministry of Interior. Overall, there are no direct relations between our performance appraisals and to motivate for L&D.

R: thank you for responding. You also have answered some following questions; you mention your experience about the issue. Thank you. SO ı CAN MOVE TO ANOTHER QUESTİON. Can you remember of previous performance appraisal? Did it pointed out your weaknesses and strengths?

P: Actually, I haven't learned my strengths and weaknesses because ı am sure the performance appraisal results will be good. I did not want to learn my previous results.

R: In your point of view, what features should performance appraisals have in order to develop district and deputy governors?

P: It cannot be objective when only one superior conduct performance appraisal. It is very difficult and it is not an objective way to measure performance. I think the system should be based on a commission measurement system. Because one person

has some bias. It is not good way to be an objective. I think the system should be based on a commission.

R: I see your point. Now I am moving cultural issues about your organisation and also your country. What do you think about relationship with your superior? I mean do they help you to solve some of your job related problems or do they encourage you to increase your performance?

P: actually, district governors conduct and try to perform in their job. But my idea is about organisational culture is quite hierarchical. There is no strong relationship between provincial governors and district governors. District governors have some problems with regard to communicating with their superiors.

R: I understand. What is your opinion about being evaluated by subordinates?

P: District governors work as a high level of regional manager in Turkish public sector. Actually, Turkish public sector culture does not based on feedback culture because there is very strong authority relationship between superior and subordinates. It is difficult to take subordinates opinion and feedback about their superior because organisational culture does not allow them to evaluate their district governors' performance.

R: I understand. You mean there are some cultural and also hierarchical issues prevent to be evaluated by subordinates.

P: yes, I can say that because subordinates cannot give objective evaluation about their superiors, there is hierarchical and high level of authority relationship among them.

R: Do you think can your subordinates work without your control?

P: Turkish public system based on some laws and regulations so subordinates have to work without control of superiors. But is superiors have some characteristics such as leadership, subordinates can work without my control.

R: I see. To what extent do your superiors trust you with regard to doing your job properly?

P: My previous provincial governors trusted me but I am not sure fort he future. Because the situation depends on who is my superior.

R: You mean it depends on individual.

P: Yes, it depends on personality.

R: To what extent your leader and organisational culture encourage you to work beyond your job description?

P: Actually, district governors work hard in Turkey because they have lots of responsibilities, power and they have to work well. They reflect more commitment because district governors work with people and they have strong power and every subordinates wants to get district governors opinions especially in difficult situation. They are very busy and also Turkish President told them to work 24 hours per a day so their commitment is very important.

R: I want to learn your perception about coaching, feedback and personal development plan. Coaching……. What do you think of this type of Professional support in terms of achieving your personal development? Do you think does coaching work in your organisation?

P: there is a specific and particular internship program for trainee district governors. But coaching does not help district governors for personal development. Because, internship programme aims to teach institutional duties and job and district governorship department. So, it does not reflect personal success and achieving and overcoming challenges. This kind of internship programme should be converted into developing leaders for overcoming organisational challenges.

R: Ensuring your personal development and identifying your strengths and weaknesses, what features does feedback need?

P: there is a problem because I do not know my feedback. I have not been given a feedback. I did not learn results of performance appraisal. If my superiors would help to develop personal development plan, it will be good. I want to be successful and my

superiors are very experienced so their feedback and helping met o construct PDP would be beneficial in terms of my future career.

R: Do you prefer to attend performance appraisal interview (face-to-face) with your superior?

P: No, I have not discussed with my performance with my superior so far. I have prepared PDP two times but they were not related to my job. They were about my MBA course and academic purpose. It is a good way to learn strengths and weaknesses by face-to-face interview. But, this kinds of culture does not exist in Turkish public sector. I do not want to criticise my organisation. Some of my superiors were engaged with my future progress but they were not systematic and official.

R: I understand. Thank you for your responses, they are very important for my research. I will benefit from them. Thank you for participating in the research.

Participant 2

R: Thank you my colleague for accepting interview with me. Your responses are very important for me because I am studying about performance appraisal system of Turkish district governors. You are very experienced district and deputy governor.

P: you are very welcome. I think you compliment me. I will be very happy doing interview with you.

R: I need your consent, do you mind if I record our interview?

P: if it is useful for you, it is ok for me.

R: i will start to evaluate current performance appraisal. My first question is what do you think about the current performance appraisal system in terms of motivating you for learning and development.

P: I must admit that our current performance appraisal system does not motivate me to learn or develop myself. We are paid according to our work experience in service, we are not paid for our performance. I mean I cannot say that in close future we will

be promoted or paid according to our performance. I cannot say I am very happy about our current performance appraisal system.

R: What about feedback, what do you think about feedback? Do you receive any qualitative feedback from your superiors?

P: Almost zero. If you do not ask your marks, you cannot learn and feedback process is very vague and we have to apply with a written form to learn appraisal marks especially informal situation we cannot ask or discuss our performance.

R: Thank you for giving example. Another question is that, what do you think about your current performance appraisal system whether it tightly controls you or promotes you to engage with learning and development activities?

P: I think it neither tightly control nor promote to learn new things. It is just about acquiring something about me, I believe no one thinks that it is very important, it is just written some forms.

R: Do you mean your feedback focuses on your previous performance instead of looking forward to develop you.

P: Yes, I agree with that. It only asks some questions and our superiors only fill these questions. We have been marked over a hundred and it does not ask how innovative we are. It focuses whether conformist, obeying rules, being an innovative is not important. It only focuses obedience.

R: I understand. You stated that your current performance appraisal system is so weak to evaluate your skills and attitude. Can you remember your previous performance appraisal? Did it pointed out your weaknesses and strengths? You also have answered this question, if you want to add some more points, you can go on. Otherwise i move to another question.

P: In fact, I do not know my last performance appraisal because I did not ask formally to Ministry of Interior. As I mentioned before, in our system we have to apply with a written form to learn results of performance appraisal. But, I had learnt my

performance appraisal result from inspector 7 or 10 years ago. It was quite helpful, but i could not learn my weaknesses.

R: Why was it good, was it face-to-face interview?

P: No, inspector has written a document and stated my appraisal mark. He sent this form to the Ministry he did not talk about appraisal with me.

R: What features should performance appraisal have in order to develop district governors and sub-governors? Do you prefer to attend performance appraisal interview with your superior?

P: yes, I prefer that but, it is quite impossible for our system. I would like to have superiors who coaches and gives direction to me and pointed out my strengths and weaknesses. It is almost impossible in our system.

R: I will move another theme. I will investigate your national and organisational culture, and also leader-member relationship. What do you think about your relationship with your superiors?

P: depending on personality. If my superior who ask for some advices, I am able to give some advices to him or her. But if my superior is close and who does not ask any opinions of mine, I sometimes feel that I am useless. I will be happier when my superiors ask my ideas.

R: I understand your point. You prefer relationship which based on mutual trust and supportive relationship with your superiors. Another question is that to what extent you feel free to discuss your performance with your superiors?

P: i have not got any experience due to hierarchy they never discuss our performance with us they just send results to the Ministry.

R: I understand there are some barriers prevent to construct participative performance appraisal process.

P: yes, i agree that, high barriers

R: what is your opinion about being evaluated by your subordinates? Does it culturally fit your organisational culture?

P: I used to be a subordinate. I started my career as a civil servant at the lowest level. I prefer that all subordinates should evaluate their superiors. You cannot stop them to evaluate their superiors because it is a reality. But our organisational and national culture stops them to evaluate their superior. Actually all subordinates evaluate their superior even if it is not written. It helps to improve organisational performance.

R: I move on another question. Do you think your subordinates can work without your control? Why?

P: If I can establish a good system, my subordinates can work effectively without my control. If they always need my control, it means that I have not established a good system. if they do not have auto-control or self-discipline, it means that lack of supervising.

R: Do you think have they personal objectives to achieve for their job?

P: They should have. But I am not sure all of them have.

R: following question is related to previous one. To what extent do your superiors trust you with regard to doing job properly?

P: it depends on relation with superiors. If they know me very well, they can understand my work style. They generally trust me but if they don't have enough knowledge about me, they feel that they should not trust me. If they realize my strengths they tend to give much more initiatives to me.

R: You highlighted that effective communication helps you to perform better and superior can trust you. To what extent your leader and organisational culture encourage you to work beyond your job description? I am also part of your organisation, I know that district governors have too much responsibilities, if they believe the job is beneficial for the public interests, they can take some initiatives and risks.

P: I believe that being a district governor is the most powerful civil servants who can go beyond official description of their job. Majority of district governors believe that they have many duties which not given by their superiors. They feel that they are responsible for education, health system. i believe that almost all district governors work beyond their job description. For example, they work also in public holidays. They interact with all part of society.

R: We can infer that district governors and sub-governors are committed their organisation. Am i right?

P: Yes, you are quite right. Because they believe that they are the most responsible person in their district. They get used to have this responsibility since they were young. It becomes a life style of them.

R: I will move another theme of the interview. I want to discuss some learning and development methods. Coaching.....What do you think about this kind of professional coaching support with regard to achieving you personal development? Does coaching work in your organisation?

P: if you think a coaching like a master an apprenticeship in a job, there is kind of coaching in our job. Trainee district governors learn meeting from their colleagues who are more experienced than them. If we think coaching as a modern structure, we cannot say it exist in our job. When we have got more experience in 10 years time, you need less coaching because you can learn yourself.

R: Do you think professional coaching can work in your organisation?

P: Professional coaching (outside organisation) cannot work in our organisation because it is very difficult. I do not think so it will work.

R: Ensuring your personal development and identifying strengths and weaknesses what features does feedback need?

P: I believe it must be good evaluation system. My superiors should have enough time to evaluate my strengths and weaknesses. In my experience some of my

superiors have not seen even my CV, they do not know my experiences, educational and professional background. In that way, I believe that they cannot provide high quality of feedback for my development.

R: Do you prefer face-to-face feedback interview with your superiors?

P: I prefer that.

R: Another issue is personal development plan. Have you ever used PDP?

P: I didn't use written PDP but I have always some plan about my life and career.

R: to what extent does written PDP help your individual development?

P: When you have some targets, you will achieve these targets, it will be good.

R: what is your opinion about constructing PDP with your superior during the performance appraisal interview?

P: It will be great. First of all, my superiors should believe themselves in terms of contributing my personal development. They should care about their subordinate's career. They should think about how they can help their subordinate's progress.

R: Thank you for your responses. They are crucially important for the research. Your responses are very clear; I can get sufficient information from you. Thank you for participation.

Participant 3

R: Hello dear my colleague, thank you for participating the interview. You are very experienced district governors and also deputy governor in Turkey. Your responses are important for my research. First of all I need your consent. Do you mind if I record our interview?

P: Yes, of course. I accept that.

R: Thank you very much. I want ask your opinion about the current performance appraisal system. What do you think about the current performance appraisal system in terms of motivating you for learning and development?

P: yes, I cannot say that the current system motivate me for learning and development. Because of it judged me about my working experience which I have done. It would not give me any advice for my working performance.

R: You mean the current system only focuses on your previous performance. I mean you prefer something like feed forward to look at future. Am I right?

P: Yes, you are right. My current system should focus specifically on my future career. But in Turkey it does not happen.

R: I understand. Can you give an example from your experiences about performance appraisal system?

P: Yes

R: in specifically, do you remember any specific previous performance appraisal?

P: Yes, when I was in K.... where east of Turkey, my appraisal didn't contain my successful working experiences, it only focused my weaknesses.

R:so you have very negative experience about performance appraisal which doesn't courage you to work beyond your job description. It may discourage you because of it only focused your weaknesses.

P: yes, I agree with you.

R: I want to ask another question which is similar with previous one. What do you think about the current performance appraisal system whether it tightly controls you or it promotes learning and development activities?

P: Yes, the current system includes tight law control to my working subject. I doesn't mention my personal learning and development. It shouldn't be like that.

R: Another question, what features should performance appraisal has in order to develop district governors and sub-governors? What are your expectations from performance appraisal? I mean, do you prefer face-to-face performance appraisal, or it should focus on future rather than previous performance.

P: Performance appraisal should comprise foreseen about future and it should be used for training programmes for district governors. The next thing I will state is that performance appraisal should be used for promotion. Because of it indicates working styles who have ability to do or who have ability to handle with or cope with problems.

R: I understand. So, in your point of view performance appraisal should be connected with promotion and also training which are quite good information for me. I want to move another topic, I want to investigate your national and organisational culture, and also your relationship with your superior. What do you think about your relationship with your superior?

P: My current superior gets our suggestions when needs because my superior is sensible about my problem. When my superior gives order my superior also shows the way.

R: You have a good relationship with your superior. To what extent you feel free to discuss with your superior about your performance?

P: I refrain to discuss with my superior about my performance degree. But if I discuss my weaknesses, I feel free. In Turkish bureaucratic system doesn't allow us to talk our superior about performance.

R: What is your opinion about being evaluated by your subordinates? Does it fit your organisational culture?

P: It doesn't fit for me and organisational culture and bureaucratic culture. Turkish organisational culture is different from the west. In my opinion, I wouldn't like to be evaluated my subordinates and also it doesn't fit my organisational and national culture. If it is possible, it will not be an objective. I don't believe that my subordinates can evaluate me objectively.

R: You also responded my following question so I move another question. Do you think your subordinates can work without your control?

P: Yes, I want to give main idea and strategies. After that I only look at overall policies whether they work or not. I don't control work progress only I can look the policies I don`t control daily progress. Everybody should take responsibilities. They should feel responsibility for their job.

R: To what extent does your superior trust you with regard to doing your job properly?

P: My superior generally trusts me about the job. In the past, my previous superior controlled me every day. Because of that, I didn't feel free and I was so stressful.

R: I understand, if you feel too much pressure, it affects your work negatively.

P: Yes, I was affected negatively. But if I feel free without any pressure, I can do my job properly.

R: and also. You now work as a deputy governor. Your previous work was a district governor. I am also part of your organisation so I know that all prefects have too many responsibilities without laws and regulations. Because of, they feel responsible for everything which is beneficial for public interest. My question is that to what extend do your leader or organisational culture encourage you to work beyond your job description?

P: My leader and my organisation don't encourage me to work beyond the job description. But it doesn't mean that I work for only written job description. I feel responsible for development and enhancement to my country. I want my country to get higher place. For example, when I was a district governor, I struggled to improve success of elementary school students even though my superior and the Ministry hadn't given me any order and direction.

R: Thank you for your examples. I want to talk about coaching, feedback and personal development plan. Coaching..... What do you think about this type of professional support with regard to achieving your personal development?

P: I think I believe that coaching is very important about development of district governor. When I was in the first year of district governorship, there was a coach who shows some direction related my job for three months. It was related to project management.

R: Did your organisation provide this coaching support?

P: yes, my organisation provided.

R: Was he your inspectors or professional coach?

P: No, he is my colleague who was more experienced than me.

R: What was his job title?

P: He was also a district governor. When I was trainee district governor he helped me.

R: Ensuring your personal development and identifying your strengths and weaknesses, what features does feedback need?

P: I think feedback should contain my strengths and weaknesses but it is important that feedback should be face-to-face not only written document. Interaction is important for feedback. Also it should be an objective and also related to my job rather than personal opinions of superiors. I prefer also positive instead of negative feedback.

R: Personal development plan..... Have you ever used a personal development plan?

P: No actually. I haven't used but for my career I should use it.

R: This is my last question. What is your opinion about constructing a personal development plan with your superior during performance appraisal interview? Do you prefer this kind of interaction with your superior?

P: Yes, I prefer. Performance appraisal interview should include personal development plan, and I need to see what will be my career, I want to talk with my superiors face-to-face about my personal development.

R: Overall, you emphasised communication and face-to-face interaction with your superior. I feel that there are some barriers to prevent this kind of interaction in our organisation. Thank you for your participating.

Appendix 4 Low Risk Research Ethics Approval

Read this first

You should only use this checklist if you are carrying out a low risk research project through Coventry University: This normally applies to:

- Undergraduate students.
- Taught postgraduate students.
- Members of staff evaluating service-level quality e.g. reviewing course delivery.

The term “project” applies to **all** research projects within Coventry University.

Introduction to research ethics

Respect

One of the important qualities of a good researcher is to respect the people and their opinions that may form part of your research project. This is underlined by expectations from various bodies involved in monitoring higher education in the UK. It is also expected by the society in which we live. There have been a number of recent cases in the Press where confidential data, and indeed both personal financial and clinical data, have been "lost" or misused in some way. People who contribute their views to your research need to feel comfortable about what will happen to the information they give you, especially if your project is looking at an area which is confidential. As a general rule all research data should be treated confidentially and should not be discussed with colleagues, or participants referred to by name or in a demeaning manner.

Respect also implies that you have taken the time to think through the research, to ensure you have good internal and external validity for the questions, and that the information you ask for will fulfil your research objectives. Are you are asking the right people the right questions? It is disrespectful to waste people's time with poorly planned research.

Risk

You need to consider your personal safety during the research project and the safety of any other people involved in it. The ethical approval process is intended to help you identify risks to you and to others. For example, would the research that you are carrying out:

- Endanger you by requiring data to be collected in unsafe places or by giving away personal data about yourself?
- Upset participants with research material that they may find distasteful or which may causes a violent reaction?
- Damage the participants' job prospects by confidential data about them becoming known to others because your research makes it easy for them to be identify or because you accidently leaking information about them?
- Be reported and presented in a way that protects you and your participants from potential criminal or legal action?

Most risks can be minimised by taking sensible precautions. For example, if you are meeting people who you do not already know, you should always do so in a public place and let your Supervisor or a friend know who you are meeting, where you are and when you will return. Similarly, if you need to tell your participants how they can communicate with you, use your University email address, not your personal one. Is there is a risk to the participant in taking part in the research? For example, are you are distracting participants from doing their normal job, when their employer expects them to be doing something more important? You have to limit the risk for the participant, by making sure they will not experience any come back from their employer because they helped you with your project.

It is also not normal practice to post up a questionnaire on the Internet. One reason why this is not a good idea is the fact that you may not know who is replying to your questionnaire, or whether their responses are valid or reliable. Remember, you are **not allowed to send e-mail** requests to staff, students or other people to participate in your research unless they have made a specific request.

Rights

As researchers we need to let those involved in our research understand what is expected of them, their rights including the right to withdraw from the research, and our obligations towards them and towards the data we collect about them. The responsibility for acceptable behaviour in this area lies with you and not with the University. Indeed, it is a disciplinary offence to misuse research data or to fail to abide by the University's Ethics policy.

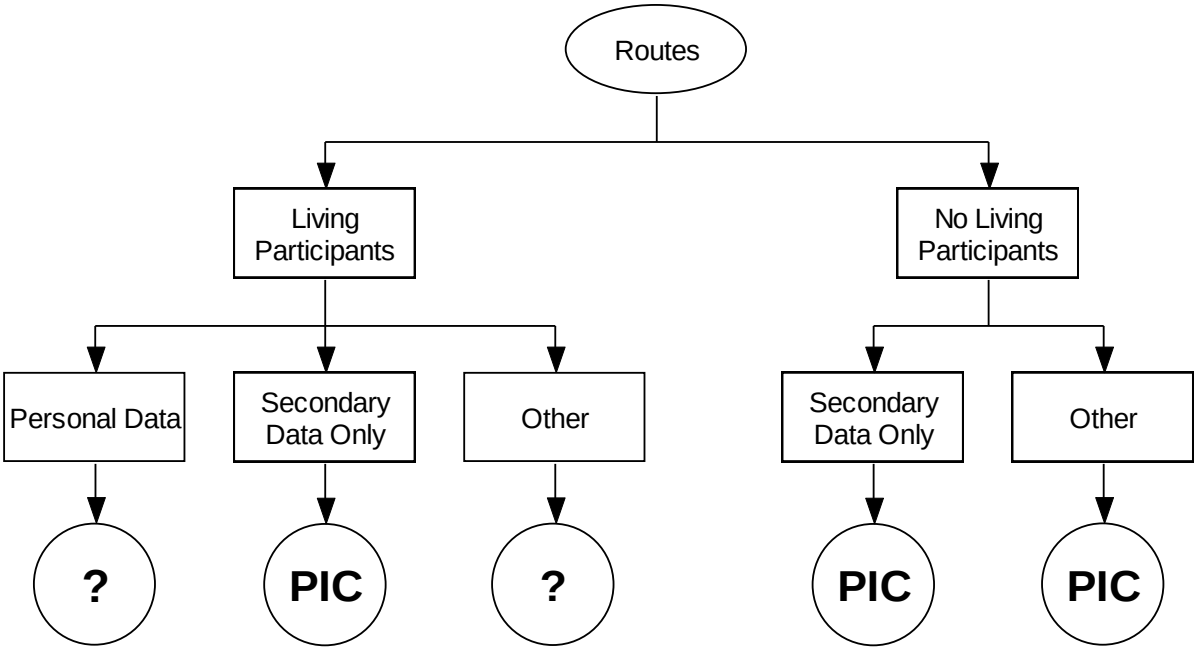
This means that you must have ethical approval **before** you start your research project. If you do not do this, there will be disciplinary consequences for you and the research will be declared invalid. Special additional conditions may also apply to research carried out in your Faculty so check that you have followed those too.

Routes

The questions in the following checklist offers a guided pathway through the various issues surrounding your research that need to be addressed and researcher behaviour that would be expected from all of our students and staff. You will need to complete the checklist and receive approval **before** you begin to collect any data. It is not acceptable to produce it after you have collected your data or finished your project and you will be penalised if this occurs.

No living participants

The following diagram gives an overview of the routes through ethical approval. If there are no living participants involved in the research, then you are likely to be able to complete the Low Risk Research Ethics Approval Checklist and use **Principal Investigator Certification** (PIC) to state that there is no need for ethical approval. You still need to go through the checklist and answer the questions but the likely outcome is you can use the PIC declaration.



Living participants

Most projects, especially at undergraduate level, will involve using data that has already been collected which is called secondary data. In these cases, completion of the questionnaire is very straightforward.

Some projects might use a survey to collect anonymous data, i.e. data that cannot be traced back to named or identified individuals either from other students or from other groups of people. In this case, a **participant information leaflet** about the project needs to be prepared and offered to all participants in the study even though you will not take their contact details. The participant information leaflet needs to be pre-approved by the research Supervisor or the Faculty Research Ethics Leader before any data is collected and will need to be included in the dissertation or report. The participant information leaflet should be attached to the low risk ethics checklist.

Some projects might ask individuals to be interviewed to provide data. In these cases, the interviewees will need to provide what is called "informed consent". The researcher will need to make sure that all interviewees have completed **informed consent forms** before being interviewed and they will also need to be given participant information leaflets at the time when informed consent is requested. The informed consent for should be attached to the low risk ethics checklist.

This means more work because these two leaflets have to be drafted and approved by research Supervisors or the Faculty Research Leader before any contact is made and therefore before any data is collected so this method of research requires a long development time and very good advance planning. Data collected in this way has to be stored securely. Again, a conversation with your Supervisor or the Faculty Research Leader may be necessary to cover this. It also needs to be destroyed after the research is completed and again this will need to be confirmed. You will need to convince interviewees that the information that they share with you will be treated confidentially and show to us that this is the case. Finally, the findings from research conducted in this way are normally shared with research participants in two ways:

- Interview transcripts may be sent to interviewees for confirmation.
- Summary findings of the research project should be offered to all participants.

Participant who can't give informed consent

It is not normal practice to collect data for undergraduate or master level research projects from children under 18 years of age, the mentally ill or participants under medical supervision. There are special regulations and legal requirements about these groups which must be followed. If you are planning to use any of these groups as a source of data in your research then this must be specially cleared with your Supervisor and with your Faculty as participants from these groups cannot themselves give informed consent.)

Record keeping

It is also not acceptable to record interviews without getting prior permission or consent from the interviewees (so this might form part of your informed consent form). You also need to provide details of how the information collected, whether it is confidential or not, how it will be used, stored and the disposal method. It is not a good idea to interview without seeking the prior informed consent of participants and having evidence of that consent, nor is it good practice to collect data and not "verify" by sending back transcripts of interviews to participants. Finally, the issue about the destruction of the data once the project is completed needs to be clarified.

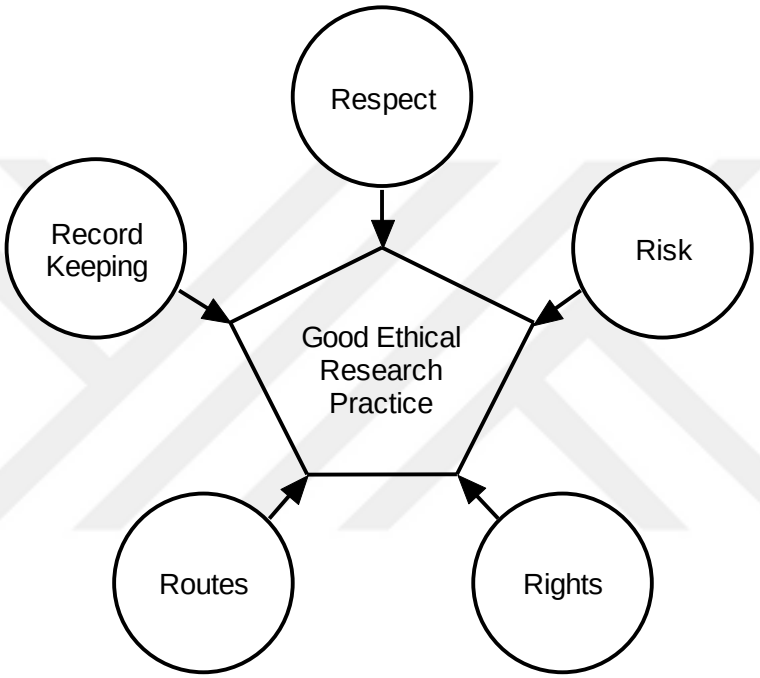
All of this is intended to protect you. For example, if someone later says that they did not agree to being recorded or suggests that you have leaked confidential information about

them. You need to be able to show that you have protected yourself and looked after any material very carefully.

In all cases the survey that will be used and the interview questionnaire or protocol needs to be signed off by Supervisors before they are used. It is also good practice to test them, not least to find out where the problems might be. In addition, when you write up your research, you can talk about the testing process as a demonstration of good practice, which for students may count towards your marks.

There are examples of informed consent leaflets and information leaflets on the Registry Research Unit Intranet.

Remember



Frequently Asked Questions

Can I begin work before the project is ethically approved?

No. Primary data collection cannot begin until you have established that your project does not need ethical approval using this checklist or you have received written approval from your Faculty Research Ethics Leader, Chair of the Research Degrees Sub-Committee or University Applied Research Committee.

What will happen if I proceed without approval or falsely self-certify research ethics approval?

Collecting primary data in the absence of ethical approval or falsely self-certifying the level of risk associated with a project will constitute a **disciplinary offence**.

- For **Students** – this means disciplinary action resulting in immediate failure in any module or project associated with the research and potentially dismissal from the University.
- For **Staff** – This means disciplinary action, which may potentially lead to dismissal.

If you do not have ethical approval, the University's insurers will not cover you for legal action or claims for injury. In addition, you may be debarred from membership of some

professional or statutory bodies and excluded from applying for some types of employment or research funding opportunities.

What happens if the project changes after approval?

If after receiving ethical approval your project changes such that the information provided in this checklist is no longer accurate, then the ethical approval is automatically suspended. You must re-apply for ethical approval immediately and stop research based on the suspended ethical approval.

What about multi-stage projects?

If you are working on a project which involves multi-stage research, such as a focus group that informs the design of a questionnaire, you need to describe the process and focus on what you know and the most risky elements. If the focus group radically changes the method you are using then you need to re-apply for the ethical approval.

Is there any help available to complete this checklist?

Guidance can be found in the ethics section of the Registry Research Unit Intranet. You will find documents dealing with specific issues in research ethics and examples of participant information leaflet and informed consent forms.

Further advice is also available from:

- Supervisor (Students)
- Faculty Research Ethics Leader (Staff)

What is Principal Investigator Certification (PIC)?

If you answer **No** to **all** the questions in the low risk ethical approval checklist then it is likely that your project has a low ethical risk. You may sign the Principal Investigator Certification part of the checklist and proceed with your project using good ethical practices. If you are a student, your Supervisor needs to countersign to show they agree with your judgment. They may require some restrictions or changes to your project to reduce the ethical or other risks, which would be recorded on the PIC declaration.

What do I do with the completed checklist?

Students should discuss the checklist as it relates to the project with your Supervisor. Once s/he countersigns the PIC declaration at the end to say that this is a low risk project then you may begin your project. However, you must keep hold of the checklist and associated documents, as you need to bind it in to your final project report.

Staff should complete the checklist. If all your questions have “No” responses, then you need to sign the PIC declaration and you can proceed with your project. If you were unable to answer all the questions with a No, then you need to talk to your Faculty Research Ethics Leader. This may result in changes to your project or research design to maintain it as low risk. If this is the not the case then you may have to complete either seek approval through the Medium-High or NHS-Medical ethical approval routes before begin your project.

If you have any questions about the checklist or the questions on it, please consult your:

- Research Supervisor (Students)
- Faculty Research Ethics Leader (Staff).

Who are the Faculty Research Ethics Leaders?

Check the Registry Research Unit Intranet site for the most up to date list of Faculty Research Ethics Leaders.

Low Risk Research Ethics Approval Checklist

Applicant Details

Name Soner Zeybek	E-mail zeybeks@culcuni.coventry.ac.uk
Department	Date 26/02/2016
Course MBA Human Resources Management	Title of Project

Project Details

This project aims to evaluate some variables such as organisational culture, leader-member relationship and managerial assumption with regard to their affect on performance appraisal. Majority of research have focused mainly different methods of performance appraisal. This research focuses some variables that mentioned above in terms of their effect on developmental performance appraisal.

This research has designed as an exploratory study. The researcher will follow mixed research strategy namely case study and survey. There are some related theories and experience and feelings of population will be evaluated by the researcher with regard to gain deeper understanding of the case. For that reason, quantitative and qualitative data collection methods applied together.

Participants in your research

1. Will the project involve human participants?	Yes	No

If you answered **Yes** to this questions, this may **not** be a low risk project.

- If you are a student, please discuss your project with your Supervisor.
- If you are a member of staff, please discuss your project with your Faculty Research Ethics Leader or use the Medium to High Risk Ethical Approval or NHS or Medical Approval Routes.

Risk to Participants

2. Will the project involve human patients/clients, health professionals, and/or patient (client) data and/or health professional data?	Yes	No
3. Will any invasive physical procedure, including collecting tissue or other samples, be used in the research?	Yes	No
4. Is there a risk of physical discomfort to those taking part?	Yes	No
5. Is there a risk of psychological or emotional distress to those taking part?	Yes	No
6. Is there a risk of challenging the deeply held beliefs of those taking part?	Yes	No
7. Is there a risk that previous, current or proposed criminal or illegal acts will be revealed by those taking part?	Yes	No
8. Will the project involve giving any form of professional, medical or legal advice, either directly or indirectly to those taking part?	Yes	No

If you answered **Yes** to **any** of these questions, this may **not** be a low risk project.

- If you are a student, please discuss your project with your Supervisor.
- If you are a member of staff, please discuss your project with your Faculty Research Ethics Leader or use the Medium to High Risk Ethical Approval or NHS or Medical Approval Routes.

Risk to Researcher

9. Will this project put you or others at risk of physical harm, injury or death?	Yes	No
10. Will project put you or others at risk of abduction, physical, mental or sexual abuse?	Yes	No
11. Will this project involve participating in acts that may cause psychological or emotional distress to you or to others?	Yes	No
12. Will this project involve observing acts which may cause psychological or emotional distress to you or to others?	Yes	No
13. Will this project involve reading about, listening to or viewing materials that may cause psychological or emotional distress to you or to others?	Yes	No
14. Will this project involve you disclosing personal data to the participants other than your name and the University as your contact and e-mail address?	Yes	No
15. Will this project involve you in unsupervised private discussion with people who are not already known to you?	Yes	No
16. Will this project potentially place you in the situation where you may receive unwelcome media attention?	Yes	No
17. Could the topic or results of this project be seen as illegal or attract the attention of the security services or other agencies?	Yes	No
18. Could the topic or results of this project be viewed as controversial by anyone?	Yes	No

If you answered **Yes** to **any** of these questions, this is **not** a low risk project. Please:

- If you are a student, discuss your project with your Supervisor.
- If you are a member of staff, discuss your project with your Faculty Research Ethics Leader or use the Medium to High Risk Ethical Approval route.

Informed Consent of the Participant

19. Are any of the participants under the age of 18?	Yes	No
20. Are any of the participants unable mentally or physically to give consent?	Yes	No
21. Do you intend to observe the activities of individuals or groups without their knowledge and/or informed consent from each participant (or from his or her parent or guardian)?	Yes	No

If you answered **Yes** to **any** of these questions, this may **not** be a low risk project. Please:

- If you are a student, discuss your project with your Supervisor.
- If you are a member of staff, discuss your project with your Faculty Research Ethics Leader or use the Medium to High Risk Ethical Approval route.

Participant Confidentiality and Data Protection

22. Will the project involve collecting data and information from human participants who will be identifiable in the final report?	Yes	No
23. Will information not already in the public domain about specific individuals or institutions be identifiable through data published or otherwise made available?	Yes	No
24. Do you intend to record, photograph or film individuals or groups without their knowledge or informed consent?	Yes	No
25. Do you intend to use the confidential information, knowledge or trade secrets gathered for any purpose other than this research project?	Yes	No

If you answered **Yes** to **any** of these questions, this may **not** be a low risk project:

- If you are a student, discuss your project with your Supervisor.
- If you are a member of staff, discuss your project with your Faculty Research Ethics Leader or use the Medium to High Risk Ethical Approval or NHS or Medical Approval routes.

Gatekeeper Risk

26. Will this project involve collecting data outside University buildings?	Yes	No
27. Do you intend to collect data in shopping centres or other public places?	Yes	No
28. Do you intend to gather data within nurseries, schools or colleges?	Yes	No
29. Do you intend to gather data within National Health Service premises?	Yes	No

If you answered **Yes** to **any** of these questions, this is **not** a low risk project. Please:

- If you are a student, discuss your project with your Supervisor.
- If you are a member of staff, discuss your project with your Faculty Research Ethics Leader or use the Medium to High Risk Ethical Approval or NHS or Medical Approval routes.

Other Ethical Issues

30. Is there any other risk or issue not covered above that may pose a risk to you or any of the participants?	Yes	No
31. Will any activity associated with this project put you or the participants at an ethical, moral or legal risk?	Yes	No

If you answered **Yes** to these questions, this may **not** be a low risk project. Please:

- If you are a student, discuss your project with your Supervisor.
- If you are a member of staff, discuss your project with your Faculty Research Ethics Leader.

Principal Investigator Certification

If you answered **No** to **all** of the above questions, then you have described a low risk project. Please complete the following declaration to certify your project and keep a copy for your record as you may be asked for this at any time.

Agreed restrictions to project to allow Principal Investigator Certification

Please identify any restrictions to the project, agreed with your Supervisor or Faculty Research Ethics Leader to allow you to sign the Principal Investigator Certification declaration.

Participant Information Leaflet attached. Informed Consent Forms attached. Risk Assessment Form attached.

Principal Investigator's Declaration

Please ensure that you:

- Tick all the boxes below and sign this checklist.
- Students must get their Supervisor to countersign this declaration.

I believe that this project **does not require research ethics approval**. I have completed the checklist and kept a copy for my own records. I realise I may be asked to provide a copy of this checklist at any time.	
I confirm that I have answered all relevant questions in this checklist honestly.	
I confirm that I will carry out the project in the ways described in this checklist. I will immediately suspend research and request a new ethical approval if the project subsequently changes the information I have given in this checklist.	

Signatures

If you or your supervisor do not have electronic signatures, please type your name in the signature space. An email sent from the Supervisor's University inbox will be accepted as having been signed electronically.

Principal Investigator

Signed Soner Zeybek .....(Principal Investigator or Student)

Date 03/03/2016 .....

Students storing this checklist electronically must append to it an email from your Supervisor confirming that they are prepared to make the declaration above and to countersign this checklist. This-email will be taken as an electronic countersignature.

Student's Supervisor

Countersigned John Watkins..... (Supervisor)

Date 03/03/2016 .....

I have read this checklist and confirm that it covers all the ethical issues raised by this project fully and frankly. I also confirm that these issues have been discussed with the student and will continue to be reviewed in the course of supervision.

Appendix 5 Meeting Diary

Student Name: Soner ZEYBEK	**Supervisor Name: John WATKINS**

Week	**Student Requirements**	**Summary of Actions Agreed**	**Meeting Attendance Signatures**
Week 1	Review of Research Proposal: Research Topic and Design Meeting diary created	• Narrowing topic and research question. • Reading critically for multiple sources • Sending draft of Literature Review	Student: Soner ZEYBEK Supervisor: **John WATKINS** Date: 26-01-2016
Week 3	Review of Submitted Literature Review and Methodology Meeting diary updated	• Comparing current situation in Turkish Public service • Discussing national culture and organizational culture of Turkey in order to interpret differences. • Evaluating adaptability of developmental performance appraisal in specific population. • Two way of research methodology explainatory or exploratory.	Student: Soner ZEYBEK Supervisor: **John WATKINS** Date: 09-02-2016
Week 5	Review of Submitted Data Collection Meeting diary updated	• Conducting a pilot survey • Giving at least two weeks to participant for answering questions	Student: Soner Zeybek Supervisor: John Watkins Date: 23.02.2016
Week 7	Review of Submitted Analysis Meeting diary updated	• Analyzing interview with thematic analysis • Write an abstract •	Student: Soner Zeybek Supervisor: John Watkins Date: 08.03.2016

Week 10	Assessed Presentation of Complete Draft to include initial Conclusions Meeting diary updated	• Revise the conceptual framework • Identify gap in knowledge • Revise findings of the research	Student: soner Zeybek Supervisor: John Watkins Date:31.03.2016

Further Information:

The date and times of each tutorial will be allocated by Coventry University London Campus. Tutorials require compulsory attendance on campus. Students are required to submit specific items of work 4 days in advance of each tutorial. The submitted work will typically form the basis of each tutorial.

Dissertation supervision meetings are a compulsory part of the dissertation module and all students must attend their face to face dissertation meetings with their tutor. Non-attendance at the agreed tutorial time will be counted as absent, and cannot be re-arranged.

A maximum of one tutorial can be delivered virtually, typically where data collection is being carried out. This will be agreed in advance by the Supervisor. This does not apply to the following tutorials:

- Week 5 Review of Data Collection
- Week 10 Assessed Presentation of Complete Draft to include initial Conclusions

It is the responsibility of the student to:

- Provide an agenda for each tutorial 4 days in advance
- Attend on time
- Maintain a log of meetings which are signed by both Supervisor and Student
- Include completed logs in the Appendix of the final submitted dissertation