RELATIONSHIP BETWEEN PERFORMANCE MANAGEMENT SYSTEM AND

EMPLOYEE MOTIVATION: THE CASE OF NOTRE DAME

UNIVERSITY-LOUAIZE

_____

A Thesis

presented to

the Faculty of Business Administration and Economics

at Notre Dame University-Louaize

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Business Strategy

_____

by

JOSEPH YAMMINE

MAY 2021

Notre Dame University - Louaize

Faculty of Business Administration and Economics

Department of Management and Marketing

We hereby approve the thesis of

Joseph Yammine

Candidate for the degree of Master of Science – Business Strategy

Grade: B+

Dr. Jennifer Abou Hamad	Supervisor, Chair
Dr. George BouMalhab	Reader
Dr. Atef Harb	Committee Member

ACKOWLEDGMENTS

Table of contents

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Purpose –Performance management system are an integral part of the running of a business or an organization and constitute one of the aspects of skills management. Managers make it possible to estimate the capacities and the performances of their subordinates and to be able to measure the real competences of an employee and to find practices that enhance their motivation and performance at work.

Design/methodology/approach – The research methodology relies on a quantitative approach. Purposive sampling is used in as far as the selected population refers to administrative employees at the Notre Dame University - Louaize since the latter are submitted to a performance management system and that completely differs from assessing other type of employees, as professors and technical employee.

Findings – Results findings have shown that H1, H2 and H3 are supported. Variables between performance management system, employee performance and motivation correlate positively. Employees are well aware that, in the context of their work, there is on the one hand what he does with pleasure and, on the other hand, what requires a lot of effort or what causes him inconveniences, troubles, annoyances, or worries. In such perspective, levels of motivations are related, gradually, to levels of satisfaction and more precisely to degrees of individual consideration through the performance management system.

Research limitations/implications – The present study relies on a quantitative approach. It was interesting to center first on a qualitative one in order to understand, through semi-guided interviews, employees' perceptions towards the university's performance management system outcomes and their intentions or expectations to get motivated. In such, understanding causes of dissatisfaction often in return give the administration means or alternatives to review the performance management system and to formulate practices that enhance employee's motivation at work. In addition, it would have been interesting to work on the demographic variables since it would have helped us in understanding certain background characteristics of our sample whether it's their age, gender, culture etc.

Practical implications – It is understandable to estimate that employees are motivated because of the performance management system recognition and shaped actions in accordance with their needs in order to improve their performance at work.

Originality/value – The self-determination theory considers that there are several types of motivation that drive human behavior. These types of motivations differ according to their inherent levels along a self-determination continuum. This continuum spans from motivation, which is a complete lack of self-determination, to intrinsic motivation, which is by defined by a self-determined. In such, it is crucial for any organizational performance management assessment to approach their employees subjectively since motivation is related to different psychological and personal traits and characteristics.

Keywords: Performance management system, motivation, employees, needs, expectations.

CHAPTER 1

INTRODUCTION

1.1.   General background about the topic

The management of human resources has evolved considerably during this decade, integrating it into the company's strategy is now recognized as long as it occupies a key position within the contemporary organizations. Not only organizations seek for recruiting accountable, competent, motivated, dynamic, autonomous and reliable persons since it is considered that companies' performance depend from the skills acquired by their employees (Kuvaas and al. 2018). In fact, organizations must strive for maintaining a higher level for motivating their employees, their performance and so, by establishing regular assessments that aim for estimating their human capital.

One of the crucial steps in an effective performance management system is the evaluation of employee performance. Gagné and Forest (2008) have emphasized the importance of establishing a performance evaluation system that meets the basic psychological needs of employees and thus promotes independent motivation at work. In the wake of this research work, this study focuses on performance management system and, more precisely, on the relationship between the latter and employee's motivation. Through annual performance management system, managers are brought to implement key actions that contribute positively

for employees' satisfaction, to enhance their autonomous motivation and performance (Deci and al. 1999, Rynes and al. 2004).

1.2.   Need for the study

With the continuous development of a working organization composed of teams' projects, the concern for improving employees' performance is growing. In this respect, performance management system is considered to have a significant impact on organizational members' performance and motivation.

1.3.   Purpose of the study

In order to improve the skills of its structure and to assess the level of its employees, an organization must submit at least once a year its human capital to evaluations to estimate the level of knowledge, skills and capabilities.

In fact, assessments are an integral part of the running of a business or an organization and constitute one of the aspects of skills management. Managers make it possible to estimate the capacities and the performances of their subordinates and to be able to measure the real competences of an employee and to find practices that enhance their motivation and performance.

In such perspective, the main research question for the present research study will try to understand: **To what extend does performance management system affect employees' motivation?**

The below conceptual model illustrates the relationships between the hypotheses.
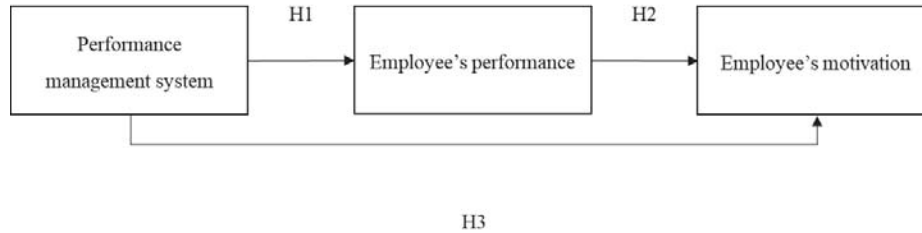
Figure 1: Conceptual model

In line with the previously stated conceptual model, the research hypotheses are stated as the following:

H1: Performance management system has a positive impact on employee's performance.

H2: Employee's performance has a positive impact on employee's motivation.

H3: Employees' motivation is positively affected by the performance management system.

1.4.   Brief overview of all chapters

The second chapter, related to the literature review, revolves around determinants that define the motivation and performance management system

concepts. The main determinants that influence motivation, as seen in the conceptual model, are the performance management system and employees' performance. To understand the course of the study, it is important to clearly define those determinants. This is the reason why this document starts with a theoretical part. Thus, the literature review will highlight the relationship among mobilized variables in order to bring elements of answer for the main research question.

The third chapter will focus on the research methodology, the empirical data collection and their statistical treatment. The fourth chapter will focus on the empirical results and their discussions. Finally, the last chapter will center on the conclusion of the conducted study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

Defining motivation at work is a challenge since opinions, perceptions, analysis, and managerial practices diverge on a topic that is so important for the company's performance. As many researchers and managers oppose between points of view and thoughts, until creating opposition; each proponent has its own opinion about the definition of motivation at work and its recipes to consolidate the company's outcomes. The concept of motivation at work has been the main interest for researchers and practitioners in the field once the latter have been trying to better understand how organizations maintain employee's intensity at work.

Since motivation is not considered as a static conviction; the evolution of human behavior and motivation at work is perceived through annual evaluation that enhances employee's productivity, motivation, and job satisfaction (Lin, Wang and Chen, 2013). In this way performance management system responds to evaluate employees' outcomes, needs, to estimate their current level and to provide possibilities that can answer their specific needs. Within that context, contemporary organizations can estimate the impact of its human capital on their financial performance (Kuvaas, 2006). And in the same vein, one of the most human resources tools used by companies is to support the evolution of their

human capital and their performance development process is undoubtedly the performance management system.

2.2.   Performance management system

The performance management system has several purposes. This practice aims for assessing and optimizing employees' performance. In other words, such practice enhances employees' performance and supports the achievement of organizational goals. On the other hand, management of Human Resources will be familiar with employees' needs, experiences and perceptions towards the fact of being performant and motivated at work. Such information will enable the HR department for assessing employees' lacks and deficiencies and to provide, accordingly, proper trainings, incentives and redefinition of personal objectives.

Numerous studies have been conducted on the evaluation methods, their performance, and their efficiency, their precision in terms of performance ratings (Islami and al. 2018). Currently, according to several scientific studies in the field, the employees' assessment is a rational, neutral, and passive process through which managers seek to measure the performance of their subordinates as objectively as possible. Shanock and Eisenberger (2006) findings go in that stream and argues that performance feedback allows an employee to understand how their efforts are associated with their performance at work.

2.2.1. *Forms of performance measurements*

Performance management system is a very important tool in human resource management. It allows the organization and its employees to evaluate, plan, direct, pay and increase their performance. Moreover, recent work suggests that the perceived equity through the performance management system can greatly affect the relationship between the manager and the employee, as well as the performance, job motivation and the well-being of the employees (Sparr and Sonnentag, 2008).

According to Mone and London (2018), performance measurement is an essential activity for the optimal development of the company's human resources. It allows the firm to take a privileged downtime to look at the evolution of its personnel based on the working environment, the context and the culture of the organization. On the one hand, the manager acknowledges the contribution of his employees and communicates his expectations for the next period based on the company's directions. On the other hand, the employee becomes aware of his strengths and the elements that he needs to improve and is thus committed to taking part in his or her development. Thus, performance measurement therefore has a significant impact on employee compensation, training, and career development.

Performance management system is much more than an annual meeting. It is a continuous process of employee engagement towards optimal performance.

The manager and the employee must agree in advance on the objectives to be achieved and on the evaluation criteria. During the year, follow-up and feedback are provided to ensure adequate progress. In return, the appraisal meeting provides an update on the employee's performance.

The human factor is the backbone of business management and is very important determinant for the business continuity. Human resources management must choose the best method to evaluate their employees. There are several methods of evaluating employee performance and each organization chooses the method it deems useful to achieve the following desirable objectives:

- Competency based assesment;
- Classification by ranking;
- Management by objectives;
- And the 360-degree assessment.

Thereby, performance management system is part of a professional development strategy that helps reinforcing employee's perceived competence while demonstrating that superiors believe that subordinates can improve themselves.

2.2.2. *Performance appraisal and commitment of employees*

According to Ahmad and al. (2019), received evaluation is beneficial for both the appraiser and the appraised: the annual appraisal meeting makes it

possible to revisit and to compare with the superior last results with actual ones. That interaction creates reciprocal commitments thought a time peg that helps the employee understanding the gaps and learning the reasons for existing discrepancies.

In other words, the appraisal meeting is a reference which allows on the one hand to make a comparison between the expectations of the company, the achieved objectives and the redefinition of the employee's new objectives. On the other hand, the appraisal meeting helps making a reconciliation for both parties. It is also an opportunity to clarify the evaluator's hierarchical positioning, more specifically when it comes for the employee career evolution throughout internal mobility opportunities, training offers or a skills assessment.

When the manager communicates, with trust, his perceptions following an employee performance review, that fact directly affects the employee's commitment in tasks to be performed and thus causes him to tackle challenges with a slightly higher level of difficulty. This increased trust will, in turn, contribute to increased job performance and commitment to his organization.

2.2.3. *The outcomes of a performance management system*

The main characteristic of a performance management system is assimilated to a contract between managers and their employees, who aim to make them more accountable according to the achievement of objectives. The use of this type of tool or practice also enables the company to acquire the means to

achieve these ambitions and to recognize the contribution of its employees to the achievement of the performance it has set itself. Moreover, it provides a kind of a motivation for employees which leads to an increase in their performance and hence the productivity of the organization.

Additionally, the improvement of communication between work teams and departments creates a climate of sociability and mutual aid for the achievement of common objectives. Performance measurement is a monitoring activity that involves making judgments about the employee's specific contribution to the organization's objectives.

It should be noted that employee training, redefining positions, correcting inadequate work methods and habits, and improving process efficiency are also objectives of the assessment. These objectives are determined after obtaining the result of the evaluation following the annual meeting with the employee. According to Ahmad and al. (2019), the objectives of a performance management system consists on restoring equity in the working group. In addition, such system allows enhancing interpersonal relationships between the supervisor and his subordinates.

Such performance management system also gives feedback to assessed employees for improving the quality of their jobs. Thus, this process ensures the motivating scheme and the satisfaction of individuals in the working atmosphere. Therefore, it is possible to compare situations and to recognize the contributions

of the performance management system regarding the achievement of the organization's objectives.

2.2.4. *Relation between performance management system and job motivation*

According to the results of a survey by Brown (2019), performance management system has an impact on wage policy, feedback on the employee's individual performance and on the company's results. Researchers as Vroom (1964) and Locke (1991) have proposed theories on how certain variables interact to mobilize employee behavior, whether it is in their performance or their steps during their working.

Unlike job motivation, which concerns the responsive relationship that the individual has with his job, performance at work refers more to the conditions which mobilize, orient and support the behavior of individuals at work.

However, recent research in the field has shown that the relationship between the two concepts is much more complex than it appears. Attention has therefore been given to job motivation as the main component of performance at work for individuals (Krumm, 2001). In fact, performance management system is understood by its form communication since there is an exchange of information between the subordinate and his supervisor, which generates interaction between them about responsibilities accomplished and encountered issues.

Looking for "work circumstances" that may increase or decrease job motivation among US employees, Herzberg (1971) highlighted several factors that intervene within such circumstances. Among the studied factors, five have emerged as powerful determinants of employee job motivation: achievement, recognition, nature of work, responsibility and development.

Therefore, the company must enhance a human resource management policy, which consists of a set of measures and activities that enable an organization to have appropriate competitive advantage in terms of knowledge and competencies, as well as to achieve the development process, application and evaluation of policies, procedures and programs related to human resources.

2.3.   Elements for employee performance

Employee performance can be beneficial with a flow in two directions. In a downward flow, employee performance can be important for human resource department once the direction should estimate the level of knowledge and to evaluate the company's human capital. In such perspective, the direction can join the delegated objectives with the existing competencies.

In an upward flow, an understanding between superiors and subordinates can be expressed through the request of employees to get trained or to acquire specific knowledge and competency in order to execute specific tasks.

In this vein, the administration can estimate the reasons for which an employee could not execute, efficiently, his assigned tasks. Accordingly, training can be help optimizing employee's knowledge and competencies[1] and to align them on a strategic vision of the company. Having said that the enrichment of an individual behavior will be associated with new roles and tasks; it is assumed by for an employee to witness an increase for his assessed performance.

2.3.1. *Job description and objectives*

A structured company starts by defining its strategic vision and communicating it to all employees and managers, allowing them to clearly perceive the strategic goals of their organization. Based on those strategic objectives, managers determine the operational objectives to be achieved by each department to determine the objectives per job position.

In this regard, each company must clearly identify the tasks associated with each position. In fact, for a business that operates by process, it is necessary to determine the activities related to each procedure, and then to determine the tasks related to each activity. At this level, a distinction must be made between tasks and objectives. The tasks represent usual responsibilities that are related to the job description. However, objectives are the elements that represent the

---

[1] Organizational competence must be supported by Human resource departments, through investment in training but also in material and human terms.

company's expectations of a position in each period. More precisely objectives can be translated into SMART objectives. SMART objectives stands for specific, measurable, achievable, realistic and timely, are used in employee evaluations as a way to enhance performance management (Ishak, Z., Fong, S. L., & Shin, S. C., 2019). According to the same authors, SMART goals are a step-by-step process for effectively formulating, achieving goals and can be used in conjunction with evaluations and performance reviews.

Communicating SMART objectives among subordinates and managers value and determine the basis for employee's evaluation (Van Esch and al. 2018).

In parallel, managers proceed, periodically, with a follow-up through individual or collective meetings to encourage subordinates to maintain motivation regarding the achievement of changes, objectives in the organization's environment. Accordingly, managers can identify organizational strengths and identify areas for improvement. Moreover, the need for competence refers to the feeling that an employee expresses when he interacts effectively with his environment and succeeds in meeting challenges (Taylor and Ntoumanis, 2007).

As it is defined by the latter, motivation of the need for competence allows the employee to feel that he is effective in his environment. In such regard, work has shown the influence of the motivation of the need for competence on employee's performance (Baard and al. 2004).

2.3.2. *Employees' knowledge (Know-How)*

In a context of globalization and interconnected environment, human resources have become an important resource and a source of competitiveness and performance and aren't considered, for most organizations, as a cost or burden as traditional management reflects (Youndt and Snell, 2004). It is therefore appropriate to rely on employees' skills and knowledge through management practices aiming for developing the level of existing potentials on an ongoing basis and to emphasize on the acquisition of a new organizational knowledge.

To improve the skills of its organizational structure as well as the level of its employees, an organization must submit at least once a year evaluation of its human capital. In fact, evaluations are an integral part of the operational context of a company and an aspect of its competency's management. Such assessments estimate the "stock" of employees' capabilities and the actual skills that are being evaluated (Bontis, 2001). As well, evaluations have other implications that manifest themselves in terms of development and objectives definition.

During annual assessments, and in the case of an absence of necessary skills within the organization, the firm will have to train and develop it employees or recruit people externally.

In sum, knowledge assessment enables the company to identify and diagnose its human resources in terms of potential and permanent skills, as well as

to determine whether the exempted objectives have been met and to undertake corrective actions to optimize the next management plan (Jacobs and al. 2019).

2.3.3. *Competencies and KPIs*

Competencies are defined as "sets of behaviors that are instrumental in the delivery of desired results or outcomes" (Bartram et al, 2002). A competency based performance management system is a formal way of establishing the skills and behaviors that an employee needs to succeed in his current role and for the future grow within the organization. In addition, every company should have its own competency framework, which is basically the combination of competencies that define the behavior needed at individual performance level for the organizational success. Whiten the competency framework, it's important that senior management first define the long and short term goals of the organization in order to be able to determine the skills and behaviors that an employee should demonstrate in order to achieve these goals (Martone, D. 2003).

Ashford and Cummings (1983) postulate that feedback given to assessed employees by a manager helps developing their competencies. In the context of a performance management system, feedback is an interesting opportunity to propose challenges to employees to meet their need of self-determination. In such perspective, working on goal setting has largely demonstrated a positive impact of setting targets, which present challenges on improving employee performance (Locke and Latham, 2002).

Employee qualification can be approached through two approaches: a collective approach and an individual one. In the first case, it is the recognition of individual competencies to do the job. In the second case, a person's knowledge is his individual ability to occupy a job by validating acquired experiences.

Since employee evaluation is a purely managerial act, it constitutes a key part of the human resources process. As such, it is therefore important for any company to take this aspect very seriously as it is somewhat of an essential pillar of the Human Resources Management.

Based on that pillar, human resources become an issue of strategy and development for the company, which is constantly trying to adapt its personnel to changes, using performance management system as the most effective way to develop employees' skills. The most enhanced method to assess organizational competencies and its effect on organizational performance is the use of KPI.

HR KPIs are used to be integrated into the HR dashboard. The HR dashboard is an assessment tool made up of key performance indicators dedicated to Human Resources over a given period. This tool synthesizes concrete data and results that are essential for decision-making. Based on the KPIs on the dashboard, the HR department will be able to measure the impact of its field of action and if necessary realign itself with the objectives of the company.

2.4.   Motivation theories

The concept of motivation appears a subject for research within the psychologist works of Tolman (1932) and Lewin (1936). The economic boom in the first half of the 20th century and all along first economic recessions, the stake of the growth and productivity profitability, will lead business managers to seek for the contribution of psych sociologists. The scientific organization of work was put in place during that period reveals its first flaws.

Researchers and practitioners in the field were constantly trying to answer the question, how to make employees' more efficient, individually, and collectively. At a scientific and collective level, the conviction of psychologists in organizations centers consists on the studying the motivation concept through employees' evaluation. At an individual level, motivation is the main factor for a job performance.

Given the capacities of an employee[2] and the organizational directions set up within the company[3], motivation can act directly on individual performance. This interest in motivation at work is based on the principle that the company's success depends on collective performance, which in return depends on individual performance. Scientific works, rational methods will regularly revive the debate on the right way to motivate employees, either by stimulating or

---

[2] Intellectual, physical, know-how.
[3] Technical, human, administrative.

pushing them. The approaches will quickly diverge, theoretical concepts, schools of thought will be formed. From then on, the concept of motivation at work will become protean and complex.

2.4.1. *The self-determination theory of motivation*

Motivation is very important in any business or organization. Employees tend to work better and more effectively if they are motivated. There is therefore a link between motivation and the increase in performance (Gould-Williams, 2016). According to Van Esch and al. (2018), performance evaluation objectives are identified in three main areas.

- It improves the quality of work, and then to coach and assist employees to improve their performance and efficiency in their work.

- It avoids any negative connotation, and to manage employee resistance.

- It creates a climate of trust and belonging to the company by adopting a system of constructive criticism that assists the performance management process.

Some research suggests that accurate performance management system contributes positively to employees' sense of autonomy (Sparr and Sonnentag, 2008). The need for autonomy, postulated by the theory of self-determination, refers to an individual's desire to voluntarily decide to engage in activities that are consistent with his own resources and values.

Recently, Van den Broeck and al. (2010) have shown that autonomy is positively related to employee performance at work. In addition, research on the self-determination theory (SDT) has shown that greater autonomy is related to both, achievement of goals and a wider investment of employee skills.
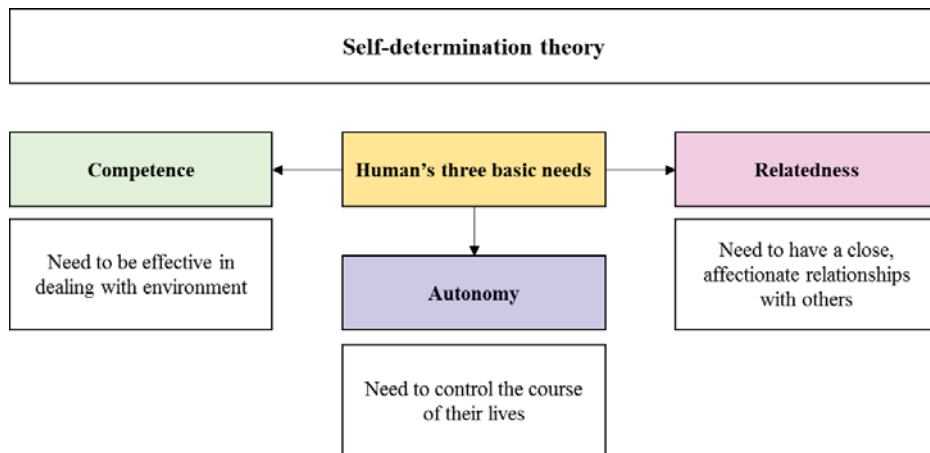
Figure 2 : The self-determination basic needs theory (Ryan and Deci, 2000).

In the motivational theory of the pyramid of needs, one of the great principles of humanism exits, namely those employees tend towards a need for achievement. Maslow publishes his theory that proposes a different organizational principle and motivational contents that are hierarchical, in other words to access a higher-level need, lower level needs must be met. The originality of Maslow's model concerns the way in which it presents the relations that would exist between different needs in the form of a pyramid.

Basically, physiological needs, then, safety needs, which constitute the whole set of basic needs. Then, in an ascending order, love and belonging needs,

esteem and at the top of the hierarchy, and self-actualization. This pyramidal structure makes it possible to concretize the idea that every need is motivating until it is satisfied. Then every behavior is determined by the search for satisfactions concerning one of the basic needs. Maslow's central assumption (1943) is that once an individual's basic physiological and safety needs are met, social or higher needs can be perceived only when the needs of the lower level are sufficiently satisfied.

The theory of processes seeking to clarify how variables interact to mobilize worker behavior originates from general theories of behavior. Cognitive evaluation theory (CET) was presented by Deci and Ryan (1985) as a sub theory within the SDT that had the aim of specifying factors that explain variability in intrinsic motivation. The same authors have highlighted that the: *"CET is framed in terms of social and environmental factors that facilitate versus undermine intrinsic motivation, using language that reflects the assumption that intrinsic motivation, being inherent, will be catalyzed when individuals are in conditions that conduce toward its expression."*

In short, the individual is motivated to satisfy this type of need in order, on the one hand, to satisfy his aspirations for creativity and innovation, and his desire to take part in tasks or enriching activities, on the other hand, to face challenging situations.

2.4.2. *Goal-setting theory of motivation*

According to Locke and Latham (2002) theory, goal setting would improve individual performance. It would enhance employees' motivation and accordingly deployed efforts in line with set objectives. When applied to the corporate world, the goal-setting theory positions the employee in constant interaction with his socio-professional environment.

This interaction with the environment influences, in return, his satisfaction of and basic psychological needs. The theory postulates that certain psychological needs are essential nutrients for an individual's optimal development and well-being.

In such perspective, employees' will focus their actions towards the objectives they are willing to achieve. Taking into consideration that human being is not always rational; the latter will sometimes define his priorities according to his vocation. That is the reason for which goals must be realistic and in line with the employee capabilities. In other words, if the objectives are unreachable, employees will be discouraged.

In such regard, Mone and London (2018) have recently stressed the importance of establishing a performance evaluation system that enhances the basic psychological needs of employees and thus promotes their self-achievement need. However, and on the other hand, if the objectives are downscaled, the latter will restrain individual progress and will affect negatively the organizational

performance. However, identified organizational objectives are not the only tasks that employees must manage. During annual or the semi-annual assessment, superiors aim for estimating individual performance and to shape accordingly new objectives. In such personal evaluation, the informative role of superiors must consider the following pillars[4] that strive for motivating and consolidating employees' satisfaction at work:

- Objectives must be clearly defined, precise and jointly shaped;

- Necessary abilities of employees' to be considered for achieving set objectives;

- A quality feedback process should be established since superiors inform employees of progress made towards defined objectives. That makes possible for assessors to measure and adjust the level of individual effort to develop for achieving individual goals;

- Rewards are given when a goal is reached;

- The management of the organization supports the objectives of its subordinates and collaborates in goal setting programs;

- Employees accept the set objectives for them and so, based on the information communicated to them.

---

[4] According to the theory initiated by Locke and Latham (2002)

During the appraisal meeting, delivered and personal development objectives are formulated. Such objectives will serve as a guideline for the upcoming target period. In other words, the interest of approaching the goal setting theory, in the context of the present study, consists on setting out several conditions to be met to improve individual motivation and performance.

2.4.3. *Intrinsic and extrinsic types of motivation*

Herzberg (1966) was the first to distinguish the intrinsic nature of work from the sources of motivation external to the task. If motivation factors that are external to the task are necessary, only intrinsic factors are likely to motivate individuals. Motivation factors are particularly important in that they contribute to the psychological development of the individual precisely because they relate to the task and the fulfilment it provides.

Indeed, the theory states that, to produce positive attitudes to work and to motivate an employee, the elements identified from the outset as motivating factors must be incorporated into the job nature of an employee. The description of the job, rather than the framework in which it is exercised, is an important thing. Work must offer the individual opportunities for a sense of accomplishment, and the person must receive recognition for that accomplishment. Thus, work must be interesting, allow for evolution, and accountability.

When jobs are designed according to such principles, motivation and positive attitudes will occur (Gawel, 1997). However, if such factors are absent, it will be simply an absence of satisfaction for employees. Thus, for Herzberg improving motivation recommends enriching the work so that it generates motivating factors of which he distinguished two types of factors:

- Hygienic factors which are factors related to the needs physiological, for Herzberg its factors do not induce motivation or satisfaction but may lead to demotivation or dissatisfaction if they are not present.
- On the other hand, there are motivating factors that are inherent to the human system being as the feeling of accomplishment, recognition, accomplishment, progression, content of work and the accountability. Thus, according to Herzberg, to improve the motivation of employees, the company must provide more responsibility and autonomy to employees.

Finally, Herzberg distinguishes different elements of a job that are respective for two categories, those that serve economic or viral needs, hygienic or maintenance need; and those who satisfy the deeper motivations, the motivating factors. The same author draws the conclusion that company management must individually expand and enrich the work of each employee.

2.5. Relation between performance management system and employees' motivation

The performance management system can vary greatly depending on the assessor, his human qualities and managing style. Among such characteristics that can influence the course of the evaluation, there are the ethics of the manager and the most appreciated qualities, as the sense of fairness, the empathic dimension, open-mindedness, honesty, generosity, courage, sense of responsibility and judgment. Gagné and Forest (2008) have recently stressed the importance of establishing a performance evaluation system that enables the basic psychological needs of employees to be met and thus promotes self-motivation at work.

2.5.1. Performance management rewarding system and employees' motivation

According to Tziner and Rabenu (2018), to keep employees' motivation at a high degree, the performance management system must be followed by merit rewards. If the relationships between effort, performance and reward are well established, the employee maintains a good level of motivation. Usually, rewards can be understood by according for employees' financial incentives or any related contributions that might enhance his motivation. However, a rewarding system can, even, promote employees to upwards organizational positions.

Going from a literature review analysis, it has been identified that three terms can affect positively an employee motivation at work and so, after being evaluated during annual assessment. In the short-term, the increased use of skills

associated with the various tasks to be performed will have a positive impact on the employee's performance.

In the medium-term, expanding the employee's roles and responsibilities may enhance his or her performance in other areas of activity that he will manage over time. By choosing to expand his role, the evaluated employee will feel responsible for achieving the associated objectives with those new roles and will then make even more efforts to perform for an expected level.

In the long-term perspective, the employee can be differed to other managerial positions that can enhance his career and his job motivation. In such, an employee's trust in their immediate assessor has a positive impact on the credibility of the assessed employee. And the perceived credibility helps the assessed employee to appropriate the information obtained during the feedback meeting for his upcoming progression.

2.6.   Conclusion

The present chapter focused on dimensions that reflect the interrelationship between the performance management system and employees' motivation. In such several variables affect the process to reach the motivation as the performance management system, employees' performance and motivation.

The literature review analysis has helped establishing the research hypotheses and the relationships between the variables. The conceptual model, however, can give a clear idea about the impact of each variable on others.

CHAPTER 3

PROCEDURES AND METHODOLOGY

3.1. Introduction

The literature review chapter has illustrated the main pillars of

performance management and employee motivation. In such perspective, the

theoretical framework exhibits the relation of performance management with the

employee performance and motivation. In such regard, a conceptual model has

been drawn that will be tested, later, on the sample population of the study.

3.2. Research hypotheses

The subject of the present section is to shed the light on the research

hypothesis development with a view for their relationship with the studied

dimensions.

3.2.1. Research hypothesis 1

An employee's orientation style toward the goals he pursues at work can

affect both the quest for feedback and the employee's receptiveness to the

feedback given. This theory postulates two types of goal orientation, a learning

orientation, and a performance orientation. In addition, the more the performance

management system is objective, the more an employee tend to be performant

since, through the performance management system, a self-recognition is

established between the management and the employee. In other words, new

objectives and challenges are assigned to the employee who will consolidate his motivation towards reaching new responsibilities and a self-achievement need. Going from such statement the first research hypothesis is established as the following:

H1: Performance management system has a positive impact on employee's performance.

3.2.2. *Research hypothesis 2*

The issue of well-being at work and employee motivation is at the heart of current HR policies. Employee motivation has become a crucial issue in the development of a business. It is proven that a motivated employee will be much more productive and ultimately much more profitable for your company.

First, it should be noted that an employee who flourishes and evolves in a good environment will be less inclined to be absent for any reason whatsoever. He will therefore be much more involved and the quantity, as well as the quality, of his work will be affected. Likewise, the more favorable the conditions for an employee are, the easier it will be for him to produce quickly without quantitative compensation.

It is therefore important to monitor employees' performance and the motivation experienced at their posts. In fact, meeting the psychological needs of employees acts as a mediator in the relationship between employee performance in

the workplace and their motivation. The idea is to anticipate any deviant behavior and to act accordingly to avoid the propagation of a state of mind harmful to the development of your activity. Such statements will lead for the establishment for the second research hypothesis:

H2: Employee's performance has a positive impact on employee's motivation.

3.2.3. Research hypothesis 3

Employee motivation is a very complex concept since every person - depending on her personal aspirations – as well as on her own way estimates the way of assessing her work. In general, employee motivation plays a very important role in management since several studies have found a positive relationship with the performance management system (Kwenin and Muathe, 2013). However, in an organization or institution that promotes a performance management system can assess employee performance and, therefore, gives a consideration for his involvement into the organization development.

In such circumstances, employee performance is dependent from recognition at work, motivation, and satisfaction of psychological needs. Such determinants can lead, overall, for employee motivation. So, it is important to consider that meeting basic needs of employees is considered as an essential aspect to understand the origin and the behavioral process associated with the

achievement of employee performance. In such perspective, the third hypothesis

is stated as follows:

H3: Employees' motivation is positively affected by the performance
management system.

The following conceptual model reflects the relationship among the

independent, mediating and the dependent variable as well as the research

hypotheses.
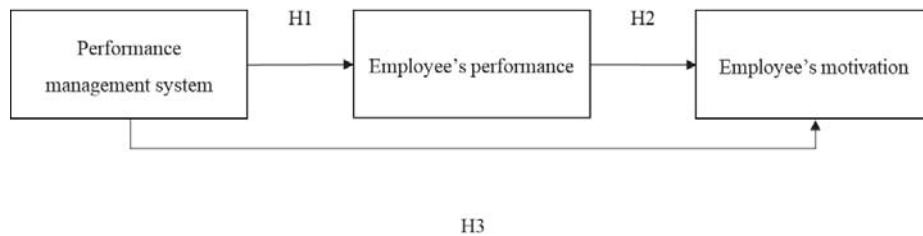
Figure 3: Conceptual Model

3.3. Reasoning approach and quantitative methodology

The present research study relies on a quantitative approach. Such

methodology aims for a better validity for the said research findings. It allows a

better representativeness for the sample population and aims for better

generalization of the research results. However, the use of a quantitative research

methodology is considered when a research subject has been well elaborated

throughout the literature review and the studied research variables have witnessed

several previous scientific validation or rejection. In a quantitative research

approach, the researcher is brought to deduce from his literature review analysis

relationships among his studied variables and that are translated through a research hypothesis. It is important to note that the literature review contributed also to validate the variables construct to be tested through the research survey on the selected sample of the present study.

From such perspective, the researcher adopts a deductive reasoning that allows him to reach laws (hypothesis) that he is willing to test during his empirical investigation. More broadly, the deduction and induction are the two main reasoning that researchers adopt for their quest for knowledge. Generally, some disciplines, some methods and some researchers favor the inductive method, while others borrow the deductive method. The hypothetic-deductive method refers for the validation of the research hypotheses. In this case, the researcher tries to describe and explain the real from his observation.

Inductive vs deductive reasoning

| Theory		Theory
Hypothesis		Hypothesis
Pattern		Observation
Observation		Confirmation
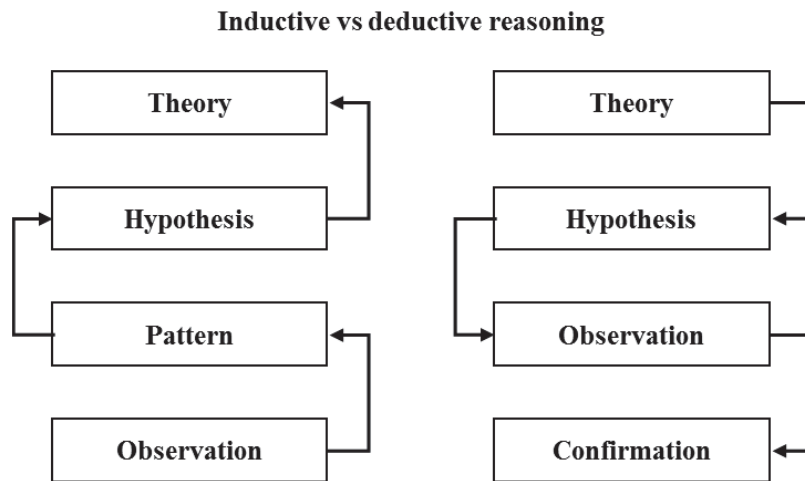
Figure 4: Inductive vs Deductive reasoning

Source: literature review analysis

The construction of a questionnaire will make it possible to translate the indicators into questions or statements and formulate them adequately. The questionnaire survey aims to verify the research hypotheses, by checking the suggested correlations.

Formulating the questions is therefore a crucial step in the investigation. Since it is a question of aggregating and comparing the responses, the questionnaire will always take a standardized form, and the responses will sometimes be pre-coded. It may be interesting to prepare the questionnaire analysis grid beforehand, to verify that each question indeed corresponds to one or more determined indicators.

The present study survey figure into the appendix section.

3.4.   Independent, dependent and mediating variables definition

The purpose of that sub-section is to illustrate the definition and purpose for the questionnaire's items. In other words, those items reflect respectively the construct of each independent and dependent variables. A variable is said to be independent when it constitutes the presumed cause of a studied phenomenon, in the cause and its effect throughout a relationship. It is the one that the researcher wants to measure and manipulate. The dependent variable is the one that is affected by the independent variable(s).

3.4.1. Independent variables

Independent variables are established by the researcher. In other words, the independent variables are translated by the causal relationship and its effect on the dependent variables.

Table 1: Independent variable « Performance management system»

1	During my appraisal, my manager identifies my area of development and seeks for solutions to overcome them and to reach for a better performance.	Variables from 1 to 7 are related to the efficiency of the management implemented practices to establish a better performance management system and to identify area of development and strengths of the human capital of the organization.
2	My manager provides fair performance evaluations and recognizes the job well done.	
3	The university management has a clear developmental plan and shares it with the employees.	
4	My manager has a clear vision and shares it with the employees.	
5	My last appreciation of performance was fair and was completed on schedule.	
6	My competencies have evolved from the time I've been hired.	
7	I am always led to execute new objectives.	

3.4.2. Mediating variable

The following table exhibits the items that explain the mediating variable that is related to employee performance.

Table 2: Mediating Variable « Employee performance »

8	I have the necessary technical knowledge to do my job.	Variables from 8 to 13 are related to determinants that affect employee performance and based on which the annual evaluation is established.
9	I have the autonomy needed to do my job effectively.	
10	I consider that I contribute to the mission and the vision of the University.	
11	I often have a lack in accomplishing my responsibilities and that is due to a deficiency in trainings.	
12	I don't feel like being performant since I often execute the same routine tasks and don't feel like perceiving a career orientation.	
13	I always feel recognized for achieving my objectives.	

3.4.3. *Dependent variable*

In a research problem, a dependent variable is a parameter of the problem which varies under the influence of other parameters of the system[5]. The dependent variable is reflected through 10 items that define the construct of employee motivation.

Table 3: Dependent Variable « Employee motivation »

14	The university management offers cooperative environment and participative management.	Variables from 14 to 23 are related to the aspects underlying employee motivation at work.
15	My manager offers new objectives and respective challenges.	
16	The university Management is open and is attentive to your needs and suggestions; it values individual initiatives.	
17	The management is professional and deserves my trust.	
18	My manager manages workload effectively.	
19	The distribution of the workload among employees is reasonable.	
20	In my work, deadlines for completion requested are realistic.	
21	I am proud to work for NDU and would not hesitate to recommend that institution for a friend.	
22	The University Management promotes strong professional ethics among its employees.	
23	The university management offers cooperative environment and participative management.	

3.5. Data collection and sampling technique

The first step, for constituting a sample, is to define its population. The aim is to establish the characteristics of the individuals who make them suitable for participating in the survey. Often the choice of the population is determined by

---

[5] Which themselves may vary and are either other dependent variables or independent variables.

the posed main statement. The collection of empirical data refers to a non-probability sampling technique.

Non-probability sampling technique involves recruiting participants for a research study in a non-random way. As a result, not everyone in the accessible group has the same chance of being selected. This type of sampling can give rise to a selection bias, thus limiting the possibilities of generalizing the results. Moreover, non-probability sampling can be performed under different methods, namely convenience sampling, purposive sampling, quota sampling, snowball sampling, and self-selection sampling.

There is a selection bias when the sample used for any given study is not representative of the target population; the people participating in the study share one or more attributes which may be systematically different from the attributes of those who do not participate.

In the context of this study, purposive sampling is used in as far as the selected population refers to administrative employees at Notre Dame University – Louaize (NDU) since the latter are submitted to a performance management system and that completely differs from assessing other type of employees, as professors, technical employee, etc.

3.6. Statistical data treatment

Quantitative studies use standardized scales to allow individuals and groups to be described as having to a greater or lesser degree a given

characteristic. Each is evaluated according to a limited set of pre-established dimensions. It is important to mention that the measurement model is designed following a continuous rating scale ranging from 1 to 7, where 1 represent the least rating for any given statement and 7 is synonymous to the best possible rating. Moreover, each of the three variables of the study is measured via a reflective model, whereby, a series of manifest statements are assigned to each. It is also noteworthy the report that all computations will be undertaken under SPSS software.

Moreover, descriptive, and inferential statistics are utilized to analyze the collected data. The former calls upon parameters such mean, standard deviation, minimum, maximum, and skewness that allow gauging the trends of the responses in the manifest statements of the variables. Then the reliability of the measurement model is examined by computing Cronbach's Alpha for all variable. Once the reliability is established, each variable is operationalized in a single score represents the mean of its manifest statements. We will then be able to do the correlation and regression analysis.

3.7. Conclusion

The present chapter highlighted the research procedures and the associated methodology. It helps exhibiting the scientific criteria that a research must fulfill on the one hand, as well as the research design that a researcher should sit on the other hand. Moreover, this chapter has helped, with the literature review analysis, establishing the research hypotheses, their relationships, as well

as the conceptual model for the study that must be tested on the defined population.

Accordingly, the construct of the independent, mediating and the dependent variables constructs has been illustrated and reflected through the construction of the questionnaire. The statistical data treatment was defined and elucidated in order to shed the light on the followed steps through the analysis of the empirical results. The following Chapter will focus on the survey results and their discussion.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter reports statistical analysis main findings. It is important to mention that the variables, namely performance management system, employee's performance, and employee's motivation, are measured using a reflective model. The latter is based on measuring each variable by a series of manifest statements that reflects its dimensions. Each manifest statement is gauged at the 7-point Metric scale ranging from 1 which is synonymous to strongly disagree to 7 which is synonymous to strongly agree. The size of the selected sample is 252. Descriptive and inferential statistics are used. The former provides trends of the responses over manifest statements, while the latter enables the investigation of the hypotheses.

4.2. Descriptive statistics of the manifest statements

The sample of the study is composed of 104 males and of 148 females; making a total of 252 administrative employees. As for Table 5, the latter illustrates the profile of the survey respondents. From the 252 participants only 42% completed the survey which makes a total of 106 respondents.

Table 4: NDU Staff Statistics (Gendered distribution)

	Main
Male	104
Female	148
Total	**252**

Table 5: Survey participants profile

	# of incumbent
Director	16
Assistant Director	18
Senior Officer	30
Officer	32
Junior Officer	27
Administrative Assistant	25
Senior Administrative Assistant	7
Driver (Junior Officer)	8
Worker	3
Gardener (Junior Officer)	3
Secretary	4
Librarian -Head and Specialist-Head (Assistant Director)	7
Assistant Librarian and Assistant Specialist	13
Library Assistant	3
Senior Archivist	2
Clerk (Junior Officer)	9
Executive Assistant to the VP	2
Operator, Front Desk services	1
Head, Technical support (senior officer)	1
Senior HelpDesk	2
HelpDesk	3
Senior Systems Analyst	1
Senior Programmer	2
Junior Programmer	1
Network Administrator	1
Senior Instructional Technologist	1
Senior Instructional Designer	1
Videographer (Officer)	1
Photographer (Officer)	2
Writer	1
Graphic Designer	2
Senior Graphic Designer (Senior Officer)	1
Creative Editor	1
Art Director (Senior Officer)	1
Senior Translator (Senior Officer)	1
Associate Registrar (Assistant Director)	1
Assistant Registrar (Senior Officer)	1
Social Worker (Officer)	3
Gym Instructor (Officer)	2
Senior Lab Assistant (Senior Officer)	3
Lab Assistant (Officer)	4
Senior Accountant	1
Accountant	1
Junior Accountant	3
Total	**252**

As explained earlier the three variables of the causal model are reflected by a total of 23 manifest statements. The latter are measured at the 7-point Metric scale. It becomes then interesting to reports parameters of descriptive statistics for each manifest statement to comprehend the general trend in responses. Table 4 reports these parameters (c.f. appendix 2).

A visual inspection of Table 7 (c.f. Appendix 2) shows a grand mean of 4.21 for the manifest statement with a minimum mean of 2.68 and a maximum mean of 5.36. The latter indicates that in general, the respondents tend to agree with the manifest statements. Also, the mean standard deviation is 1.383. The latter is divided by the grand mean than multiplied by 100 to yield a coefficient of variation of 32.85. This coefficient of variation indicates that the overall volatility of the responses is 32.85%. Moreover, the overall minimum and maximum are 1 and 7 respectively.

Manifest statements 1 to 7 are sought to reflect performance management system. Manifest statement 1 "During my appraisal, my manager identifies my area of development and seeks for solutions to overcome them and to reach for a better performance" shows a mean of 4.33 with standard deviation of 1.446. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 33.39 indicates that the volatility of the responses is 33.39% with a minimum of 1 and a maximum of 6.

This is further supported by the skewness of -0.714 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -3.038. As a rule of thumb, a standardized skewness outside the range ±1.96, infers that data are skewed. For manifest statement 1, data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.33.

Manifest statement 2 "My manager provides fair performance evaluations and recognizes the job well done" shows a mean of 4.87 with standard deviation of 1.394. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 29.62 indicates that the volatility of the responses is 28.62% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -1.156 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -4.919. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.87.

Manifest statement 3 "The university management has a clear developmental plan and shares it with the employees" shows a mean of 3.4 with standard deviation of 1.541. The mean indicates that on average the respondents tend to be neutral toward the manifest statement. The obtained coefficient of variation of 45.32 indicates that the volatility of the responses is 45.32% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of

-0.008 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -0.034. Then data are not skewed, i.e. the distribution is symmetric and centered about the mean.

Manifest statement 4 "My manager has a clear vision and shares it with the employees" shows a mean of 4.13 with standard deviation of 1.639. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 39.69 indicates that the volatility of the responses is 39.69% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.586 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -2.494. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.13.

Manifest statement 5 "My last appreciation of performance was fair and was completed on schedule" shows a mean of 4.64 with standard deviation of 1.556. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 33.53 indicates that the volatility of the responses is 33.53% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -1.173 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -4.991. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.64.

Manifest statement 6 "My competencies have evolved from the time I've been hired" shows a mean of 4.93 with standard deviation of 1.274. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 25.84 indicates that the volatility of the responses is 25.84% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -1.187 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -5.094. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.93.

Manifest statement 7 "I am always led to execute new objectives" shows a mean of 4.57 with standard deviation of 1.394. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 30.50 indicates that the volatility of the responses is 30.50% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.751 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -3.196. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.57.

Manifest statements 8 to 13 are sought to reflect employee's performance. Manifest statement 8 "I have the necessary technical knowledge to do my job" shows a mean of 5.36 with standard deviation of 0.746. The mean indicates that on average the respondents tend to agree with manifest statement.

The obtained coefficient of variation of 13.92 indicates that the volatility of the responses is 13.92% with a minimum of 2 and a maximum of 6. This is further supported by the skewness of -1.257 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -5.349. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 5.36.

Manifest statement 9 "I have the autonomy needed to do my job effectively" shows a mean of 5.09 with standard deviation of 1.117. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 21.94 indicates that the volatility of the responses is 21.94% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -1.568 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -6.672. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 5.09.

Manifest statement 10 "I consider that I contribute to the mission and the vision of the University" shows a mean of 5.21 with standard deviation of 1.058. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 20.31 indicates that the volatility of the responses is 20.31% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -1.806 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -7.685.

Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 5.21.

Manifest statement 11 "I often have a lack in accomplishing my responsibilities and that is due to a deficiency in trainings" shows a mean of 2.86 with standard deviation of 1.721. The mean indicates that on average the respondents tend to disagree with manifest statement. The obtained coefficient of variation of 60.17 indicates that the volatility of the responses is 60.17% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of 0.372 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of 1.58. Then data are not skewed, i.e. their distribution is symmetric and centered about the mean of 2.86.

Manifest statement 12 "I don't feel like being performant since I often execute the same routine tasks and don't feel like perceiving a career orientation" shows a mean of 2.95 with standard deviation of 1.57. The mean indicates that on average the respondents tend to disagree with manifest statement. The obtained coefficient of variation of 53.22 indicates that the volatility of the responses is 53.22% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of 0.155 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of 0.659. Then data are not skewed, i.e. their distribution is symmetric and centered about the mean of 2.95.

Manifest statement 13 "I always feel recognized for achieving my objectives" shows a mean of 3.99 with standard deviation of 1.54. The mean indicates that on average the respondents tend to be neutral toward the manifest statement. The obtained coefficient of variation of 38.59 indicates that the volatility of the responses is 38.59% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.399 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -1.69. Then data are not skewed, i.e. their distribution is symmetric and centered about the mean of 3.99.

Manifest statements 14 to 23 are sought to measure employee's motivation. Manifest statement 14 "The university management offers cooperative environment and participative management" shows a mean of 2.68 with standard deviation of 1.313. The mean indicates that on average the respondents tend to disagree with manifest statement. The obtained coefficient of variation of 48.99 indicates that the volatility of the responses is 48.99% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of 0.153 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of 0.651. Then data are skewed, i.e. their distribution is symmetric and centered about the mean of 2.68.

Manifest statement 15 "My manager offers new objectives and respective challenges" shows a mean of 3.92 with standard deviation of 1.235. The mean indicates that on average the respondents tend to be neutral toward the

manifest statement. The obtained coefficient of variation of 31.51 indicates that the volatility of the responses is 31.51% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.145 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -0.617. Then data are not skewed, i.e. their distribution is symmetric and centered about the mean of 3.92.

Manifest statement 16 "The University Management is open and is attentive to your needs and suggestions; it values individual initiatives" shows a mean of 4.09 with standard deviation of 1.528. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 37.36 indicates that the volatility of the responses is 37.36% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.619 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -2.634. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.09.

Manifest statement 17 "The management is professional and deserves my trust" shows a mean of 3.42 with standard deviation of 1.407. The mean indicates that on average the respondents tend to be neutral toward the manifest statement. The obtained coefficient of variation of 41.14 indicates that the volatility of the responses is 41.14% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of 0.021 which is then divided by the

standard error of skewness of 0.235 to yield a standardized skewness of 0.089. Then data are not skewed, i.e. their distribution is symmetric and centered about the mean of 3.42.

Manifest statement 18 "My manager manages workload effectively" shows a mean of 4.05 with standard deviation of 1.443. The mean indicates that on average the respondents tend to agree with the manifest statement. The obtained coefficient of variation of 35.63 indicates that the volatility of the responses is 35.63% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.374 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -1.591. Then data are not skewed, i.e. their distribution is symmetric and centered about the mean of 4.05.

Manifest statement 19 "The distribution of the workload among employees is reasonable" shows a mean of 4.37 with standard deviation of 1.551. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 35.49 indicates that the volatility of the responses is 35.49% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.669 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -2.847. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.37.

Manifest statement 20 "In my work, deadlines for completion requested are realistic" shows a mean of 3.64 with standard deviation of 1.55. The mean indicates that on average the respondents tend to be neutral toward the manifest statement. The obtained coefficient of variation of 42.58 indicates that the volatility of the responses is 42.58% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.098 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -0.417. Then data are not skewed, i.e. their distribution is symmetric and centered about the mean of 3.64.

Manifest statement 21 "I am proud to work for NDU and would not hesitate to recommend that institution for a friend" shows a mean of 4.54 with standard deviation of 1.374. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 30.26 indicates that the volatility of the responses is 30.26% with a minimum of 1 and a maximum of 7. This is further supported by the skewness of -0.843 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -3.587. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.54.

Manifest statement 22 "The University Management promotes strong professional ethics among its employees" shows a mean of 5.33 with standard deviation of 1.039. The mean indicates that on average the respondents tend to

agree with manifest statement. The obtained coefficient of variation of 19.49 indicates that the volatility of the responses is 19.49% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -1.791 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -7.621. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 5.33.

Manifest statement 23 "The university management offers cooperative environment and participative management" shows a mean of 4.4 with standard deviation of 1.378. The mean indicates that on average the respondents tend to agree with manifest statement. The obtained coefficient of variation of 31.32 indicates that the volatility of the responses is 31.32% with a minimum of 1 and a maximum of 6. This is further supported by the skewness of -0.592 which is then divided by the standard error of skewness of 0.235 to yield a standardized skewness of -2.519. Then data are negatively skewed, i.e. a minority of respondents has very low agreement levels with the statement such as the mean is downshifted to 4.4. Now that the trends of the responses are established, it becomes relevant to examine the reliability of the measurement model. This is reported in explicit details in the upcoming section.

4.3. Reliability analysis

In the context of the measurement model, it becomes relevant to examine the reliability of the variables by computing Cronbach's Alpha coefficient for all variables. Cronbach's Alpha will measure the hidden or unobservable variables which will help us identifying if the designed test accurately measures the variable of concern, it should be yielding a value between 0.7 with a maximum of 1 in order to be acceptable. Results from reliability analysis are reported in Table 6.

Table 6: Reliability of the measurement model

Reliability Statistics

Cronbach's Alpha	N of Items
.892	23

From table 6, it is clearly evident that all variables show a strong reliability with a Cronbach's Alpha of 0.892 > 0.7. The operationalization of these scores is discussed in the upcoming section.

4.4. Operationalization of the variables

The operationalization of the scores is made possible through the computation of the mean score of the manifest statements for each variable that were retained from the reliability analysis. The parameters of descriptive statistics of these operationalized variables are reported in Figure 5.

Statistics

		Performance management	Employee's performance	Employee's motivation
N	Valid	106	106	106
	Missing	0	0	0
Mean		4.4097	2.9057	4.0434
Std. Deviation		1.06578	1.46078	.92479
Minimum		1.57	1.00	2.00
Maximum		6.00	6.00	5.80

Figure 5: SPSS output for some parameters of descriptive statistics of the operationalized variables

It is clearly evident that performance management system has a mean of 4.4097 with a standard deviation of 1.065. The mean indicates that the respondents tend to agree with the manifest statements of performance management system. The obtained coefficient of variation of 24.15 indicates that there is a volatility of 24.15% in the responses with a minimum of 1.57 and a maximum of 6.

Employee's performance has a mean of 2.9057 with a standard deviation of 1.460. The mean indicates that the respondents tend to disagree with the manifest statements of employee's performance. The obtained coefficient of variation of 50.24 indicates that there is a volatility of 50.24% in the responses with a minimum of 1 and a maximum of 6.

Employee's motivation has a mean of 4.0434 with a standard deviation of 0.924. The mean indicates that the respondents tend to agree with the manifest statements of employee's motivation. The obtained coefficient of variation of

22.85 indicates that there is a volatility of 22.85% in the responses with a minimum of 2 and a maximum of 5.80.

These operationalized variables are then used to examine the hypotheses. The latter is double fold with an a priori Pearson's correlation analysis for the intensity and trends of the associations, followed by a regression analysis.

4.5. Correlation analysis

Once the reliability of the measurement model is validated and the operationalization of the variables into single score is performed, it becomes relevant to start the investigation of the hypotheses. This can be done using Pearson's correlation coefficient. The latter is based on the ratio of the covariance and the standard deviation of any given par of variables. The thus computed coefficient yields values ranging between ±1, with values near -1 inferring a strong negative correlation, and values near +1 inferring a strong positive correlation. Moreover, coefficients near zero indicate either weak or non-existent correlations. Figure 6 reports the cross-correlation matrix as obtained from computations. This matrix has a diagonal of 1 indicating the self-correlation of each variable. Off-diagonal coefficients are the one of interest in as far as they capture the correlations between different variables.

Correlations		Employee Performance	Performance Management System	Employee Motivation
Employee Performance	Pearson Correlation	1	.501**	.378**
	Sig. (2-tailed)		0.000	0.000
	N	106	106	106
Performance Management System	Pearson Correlation	.501**	1	.698**
	Sig. (2-tailed)	0.000		0.000
	N	106	106	106
Employee Motivation	Pearson Correlation	.378**	.698**	1
	Sig. (2-tailed)	0.000	0.000	
	N	106	106	106

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 6: Cross-correlation matrix obtained from SPSS

Figure 6 shows that there is a statistically significant and positive correlation between performance management system and employee's performance, $r(106)=0.501$ and $p=0.0001<\alpha=0.05$. On another note, there is a statistically significant and positive correlation between employee's performance and employee's motivation, $r(106)=0.378$ and $p=0.0001<\alpha=0.05$. Finally, there a positive and statistically significant correlation between performance management system and employee's motivation, $r(106)=0.698$ and $p=0.0001<\alpha=0.05$.

The latter indicates that when the level of performance management system increases, that of employee's motivation tends to increase also. Having a significant and positive relationship among the said variables, we can conclude that we fail to reject all 3 hypotheses.

4.5.1. *Multi linear regression analysis*

Multiple linear regression analysis is a statistical technique that allows us to determine the relationship between one dependent variable and several independent variables. In other words, it will allow us to test how multiple independent variables are connected to one dependent variable. The analysis considers a single dependent variable *DP*, and several independent variables *IV*. which is represented in the following equation:

$$DP = \alpha + \beta IV1 + \beta IV2 + \ldots + \beta IVn + \varepsilon$$

R-Square is a statistical measure that illustrate the percentage of variation in a dependent variable explained by the independent variables. In other words, it measures the strength of the relationship between my IV and the DP in percentage ranging between 0 and 100%. In our case since we a using multiple regression, we should be looking into the adjusted R-square where it compensates the addition of variables (Hayes, 2020). For social sciences studies, R-squared should be greater than 0.35 in order to be considered meaningful (Jost,2017).

The standardized beta coefficient β helps us to compare the effect of each independent variable on the dependent variable while having a significance value less than 0.05. This implies that having a high beta value will automatically lead to a strong effect (Bruin, 2011)

Regression Model:

$$Employee's\ motivation = \alpha + \beta IV2 + \beta IV3 + \beta IV4 + \beta IV8 + \beta IV9 + \beta IV11 + \beta IV13 + \varepsilon$$

Table 7: Regression model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957[a]	.915	.909	.421

As already mentioned above and since we are using a multiple regression we look at the adjusted R-squared value which is 0.909 as shown in table 7. This indicates that 90.9% of the overall employee motivation can be explained by the performance management system and the employee performance. Which means that we have a high positive linear association since for social sciences having values >35% is considered accepted as a positive linear relationship.

Table 8: SPSS output for the multiple regression model

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-.192	.186		-1.030	.305
	IV2	.137	.047	.170	2.894	.005
	IV3	.105	.033	.131	3.178	.002
	IV4	.159	.040	.211	3.932	.000
	IV8	.212	.064	.202	3.332	.001
	IV9	.169	.054	.204	3.150	.002
	IV11	.073	.027	.090	2.705	.008
	IV13	.136	.039	.167	3.474	.001
a. Dependent Variable: DV						

In table 8, it shows that the independent variables: IV2, IV3, IV4, IV8, IV9, IV11 and IV13 have a positive significant relationship with the dependent variable (Employee Motivation) since the significance value is less than 0.05 and all Beta coefficients have a positive sign. The outcome indicates that a 1% change in the IVs (IV2, IV3, IV4, IV8, IV9, IV11 and IV13) have a positive impact on employee's motivation by 0.170%, 0.131%, 0.211%, 0.101%, 0.204%, 0.090% and 0.167% respectively. IV2, IV3 and IV4 are associated to the performance management system as for the rest, they represent employees' performance. Therefore, we can say that the performance management system and employee performance have positive significant effect on employee motivation.

4.6. Results discussion

The present section focuses on the results discussion and interpretation. Such analysis will be conducted in the light of the three research hypotheses statistical results described in previous sections.

4.6.1. *Relation between performance management system and employee's performance*

Managing individual performance is part of the role and responsibilities of managers. This important task has a huge impact on the mission of the organization. Improving individual efficiency and productivity becomes the ultimate goal of organizations. For individual performance management system to be a strategic lever development, organizations often need to revise their traditional performance criteria to achieve goals related to employees' motivation and satisfaction.

Indeed, each employee can make a subjective interpretation in relation to the performance management system and their perception of individual performance. However, it all depends on the level of expectation in relation with the performance management system outcome and the benefits granted in this regard. From such perspective, the employee, too, would be able to gauge the performance management system ratio over individual performance. And based on this ratio, he is able to assume whether the performance management system is fair in relation to his expectations, and also by comparing it with his colleagues.

However, it is important to note that employee expectation levels are different. As much as a portion of employees perceive their performance to be high while the performance management system is not as rewarding to them in that sense, as much as these same employees tend to underestimate the credibility and legitimacy of the performance management system in place. In other words, the performance management system does not exceed their level of expectation and subsequently may lead to demotivation of the latter while taking into account the criterion of ceiling their career perspective. In contrast, employees may perceive the performance management system as fair and positive as long as they receive benefits and these meet their individual expectations. In this context, a particular motivation can be expressed on their part and contributes, among other things, to their job satisfaction. Based on that last interpretation, employees feel motivated because of the appreciation they receive during their performance management system. For this reason, H1 is supported and there is a positive relationship between performance management system and employee's performance.

4.6.2. Relation between employees' performance and motivation

In the light of the first research hypothesis, even if a performance management system exists, it doesn't guide systematically for an employees' motivation. Employees' performance does not show any correlation with their motivation as far as that individual performance depends from performance management system credibility.

In other words, once an employee's performance is assessed, it is important to consider at that level his expectations in comparison with his level of needs. In the scope of the first research hypothesis, two lines of arguments can be illustrated. The first one is related to the fact that after a performance management system is established and actions are established according to NDU employees' needs. The second one is related to the fact that a performance management system reorients positively employees' objectives, in line with their respective competencies, and subsequently enhance a better motivation at the workplace.

In such, organizations have an interest in putting more effort into establishing a management culture that takes into account the strengths of its employees and to estimate their needs in order to improve their willingness and devotion to work.

For this reason, H2 is supported and where a positive relationship exists between employee's performance and employee's motivation.

4.6.3. Relation between performance management system and employees' motivation

Employees, whose working situation, is not motivating are not necessarily non-performing. The relationship between motivation and performance management system is much more complicated than it might seem at first glance. Between motivation and performance management system, all

scenarios exist. At the same time, motivated employees with unmotivated ones can exist within the same workplace.

In contrast, it must be recognized that certain work situations are motivating in the sense that the behaviors they demand from their incumbents provide them with high satisfaction degree.

In the case of the present study, performance management system is correlated with employee performance and motivation. Rather, it results from the coherence between three interacting elements which form a system between them: organization, competence and motivation. Performance is the result of the consistency between these three components and not, as is too often believed, of their outcomes.

Organizations where work situations are repetitive, specialized and regulated by procedures and operating methods that leave no room for the unforeseen or for initiative and choice, do not necessarily require a lot of skills and are not, for the greater number, not very motivating. However, the individuals who hold such positions, whose behaviors are most often constrained by the cadence of imposed rhythms, can perform very well there. On the other hand, in work situations that promote autonomy and initiative, competence and motivation are essential ingredients for the production of any performance.

For this reason, H3 is supported and a positive relationship exists between performance management system and employee's motivation.

CHAPTER 5

CONCLUSION

5.1. Main findings

Results findings have shown that H1, H2 and H3 are supported. As far as a performance management system brings an added value for the employees, as far as the latter can provide indications that could enhance their motivation once comparing their results with previous ones. From a static perspective that defines the performance management system as being a pro-active system will leave the employees in a situation where they will be more performant since they are complying with new organization objectives, trainings or incentives. Such scheme will leave the employee in an evolutionary performance and motivation. In such, and since over time employees feel as being more performing or getting high levels of motivation, the tendency of their expectations towards working environment will leave them in a satisfying atmosphere.

Another plausible scheme can also be provided. It can be reflected by the fact that a performance management system is providing incentives, trainings, etc. however, such elements does not answer for employees' aspirations, convictions or expectations.

Any work situation, whatever it is, brings satisfaction and, at the same time, causes dissatisfaction. Each employee is well aware that, in the context of

his work, there is on the one hand what he does with pleasure and, on the other hand, what requires a lot of effort or what causes him inconveniences, troubles, annoyances, or worries.

5.2. Research limitations and perspectives

The present study relies on a quantitative approach. It was interesting to center first on a qualitative one in order to understand, through semi-guided interviews, employees' perceptions towards the university's performance management system outcomes and their intentions or expectations to get motivated. In such, understanding causes of dissatisfaction often in return give the administration means or alternatives to review the performance management system and to formulate practices that enhance employee's motivation at work.

On another hand, it would have been interesting to work on the demographic variables since it would have helped us in understanding certain background characteristics of our sample whether it's their age, gender, culture etc. I didn't include those variables in my research since my main objective was to understand the relationship between performance management system and employees' motivation.

5.3. Implications and recommendations

The self-determination theory considers that there are several types of motivation that drive human behavior (Gagné and al. 2010). These types of

motivations differ according to their inherent levels along a self-determination continuum. This continuum spans from motivation, which is a complete lack of self-determination, to intrinsic motivation, which is defined by a self-determined. Between these two poles, along this continuum, there are four types of extrinsic motivation. External motivation is the most controlled and therefore the least self-determined. Then, from a least self-determined to a most self-determined, there is respectively motivation: interjected, identified and integrated (Gagné and al. 2010).

Thus, motivation differs depending on whether it is autonomous or controlled. According to self-determination theory, the archetype of autonomous motivation is intrinsic motivation (Gagné & Deci, 2005). Intrinsically motivated behavior is one that is driven by an individual's genuine interest in the activity itself (Deci & Ryan, 2012). Conversely, for the same authors an activity that is not in itself interesting for a person requires an extrinsic motivation for it to be done by that person. Therefore, considering this inherently uninteresting activity into action depends on a perception of contingency between the requested behavior and a positive consequence that the person may derive from having done said behavior.

In such, it is crucial for any organizational performance management system to approach their employees subjectively since motivation is related to different psychological and personal needs and characteristics.

As for the managerial recommendations, I would recommend that the performance management system should be reviewed periodically since employees 'needs change over time and that it should not only be focused on employee's performance but also on their needs in order to be performant thus motivated.

REFERENCES

Ahmad, I., Danish, R. Q., Ali, S. A., Ali, H. F., and Humayon, A. A. (2019). A Comparative Study of Banking Industry Based on Appraisal System, Rewards and Employee Performance. *SEISENSE Journal of Management*, *2*(1), 1-11.

Ashford, S. J., and Cummings, L. L. (1983). Feedback as an individual resource: Personal strategies of creating information. *Organizational behavior and human performance*, *32*(3), 370-398.

Baard, P. P., Deci, E. L., and Ryan, R. M. (2004). Intrinsic Need Satisfaction: A Motivational Basis of Performance and Weil-Being in Two Work Settings 1. *Journal of applied social psychology*, *34*(10), 2045-2068.

Bartram, D., Kurz, R. & Bailey R. (2002). The SHL Competency Framework. Internal SHL Memorandum, March 2002. Thames Ditton: SHL.

Bontis, N. (2001). Assessing knowledge assets: a review of the models used to measure intellectual capital. *International journal of management reviews*, *3*(1), 41-60.

Brown, M. (2019). Understanding Performance Appraisal: Supervisory and Employee Perspectives. *The SAGE Handbook of Human Resource Management*, 195.

Bruin, J. (2011, Feb). newtest: command to compute new test. Statistical Consulting Group. Retrieved from https://stats.idre.ucla.edu/stata/ado/analysis/

Caligiuri, P., Mencin, A., Jayne, B., and Traylor, A. (2019). Developing cross-cultural competencies through international corporate volunteerism. *Journal of World Business*, *54*(1), 14-23.

Cohen, L., Manion, L., and Morrison, K. (2002). *Research methods in education*. Routledge.

Deci, E. L., Koestner, R., and Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological bulletin*, *125*(6), 627.

Deci, E. L., & Ryan, R. M. (2012). Self-determination theory in health care and its relations to motivational interviewing: a few comments. *International Journal of Behavioral Nutrition and Physical Activity*, *9*(1), 1-6.

Delamare Le Deist, F. and Winterton, J. (2005). What Is Competence? *Human Resource Development International*. 8. 27 - 46.

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational behavior*, *26*(4), 331-362.

Gagné, M., Forest, J., Gilbert, M. H., Aubé, C., Morin, E., and Malorni, A. (2010). The Motivation at Work Scale: Validation evidence in two languages. *Educational and psychological measurement*, *70*(4), 628-646.

Gawel, J. E. (1997). Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical Assessment, Research and Evaluation*, *5*(11), 3.

Gill, J., and Johnson, P. (2002). *Research methods for managers*. Sage.

Gould-Williams, J. S. (2016). Managers' motives for investing in HR practices and their implications for public service motivation: a theoretical perspective. *International Journal of Manpower*, *37*(5), 764-776.

Hayes, A. (2020, Mar). R-Squared Definition. Investopedia. Retrieved from https://www.investopedia.com/terms/r/r-squared.asp

Ishak, Z., Fong, S. L., & Shin, S. C. (2019, October). SMART KPI management system framework. In *2019 IEEE 9th International Conference on System Engineering and Technology (ICSET)* (pp. 172-177). IEEE.

Islami, X., Mulolli, E., and Mustafa, N. (2018). Using Management by Objectives as a performance appraisal tool for employee satisfaction. *Future Business Journal*, *4*(1), 94-108.

Jacobs, R. L. (2019). Competency Assessment and Development. In *Work Analysis in the Knowledge Economy* (pp. 235-241). Palgrave Macmillan, Cham.

Jost, S. (2017). Linear Correlation. DePaul University. Retrieved from https://condor.depaul.edu/sjost/it223/documents/correlation.htm

Krumm, D. (2001). Psychology at Work: An Introduction to Industrial. *Organizational Psychology*.

Kuvaas, B. (2006). Performance appraisal satisfaction and employee outcomes: mediating and moderating roles of work motivation. *The International Journal of Human Resource Management*, *17*(3), 504-522.

Kuvaas, B., Buch, R., and Dysvik, A. (2018). Individual variable pay for performance, incentive effects, and employee motivation. In *annual meeting of the Academy of Management, Chicago, USA*.

Kwenin, D. O., Muathe, S., & Nzulwa, R. (2013). The influence of employee rewards, human resource policies and job satisfaction on the retention of employees in Vodafone Ghana Limited. *European Journal of Business and Management*, *5*(12), 13-20.

Le Deist, F. D., and Winterton, J. (2005). What is competence? *Human resource development international*, *8*(1), 27-46.

Lin, W., Wang, L., and Chen, S. (2013). Abusive supervision and employee well-being: The moderating effect of power distance orientation. Applied Psychology, 62(2), 308-329.

Locke, E. A., and Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, *57*(9), 705.

MacBryde, J., and Mendibil, K. (2003). Designing performance measurement systems for teams: theory and practice. *Management Decision*, *41*(8), 722-733.

Martone, D. (2003). A guide to developing a competency-based performance-management system. Employment Relations Today, 30(3), 23.

Meyer, J. P., and Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human resource management review*, *11*(3), 299-326.

Mone, E. M., and London, M. (2018). *Employee engagement through effective performance management: A practical guide for managers*. Routledge.

Overberg, J., Broens, A., Günther, A., Stroth, C., Knecht, R., Golba, M., and Röbken, H. (2019). Internal quality management in competence-based higher education–An interdisciplinary pilot study conducted in a postgraduate program in renewable energy. *Solar Energy*, *177*, 337-346.

Prahalad, C. H., and Hamel, G. (1990). The Core Competence of the Corporation. *Harvard Business Review*, *68*(3), 295-336.

Pulakos, E. D., & O'LEARY, R. S. (2011). Why is performance management broken?. *Industrial and Organizational Psychology*, *4*(2), 146-164.

Ryan, R. M., and Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, *55*(1), 68.

Rynes, S. L., Gerhart, B., and Minette, K. A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management: Published in Cooperation with the School of*

Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management, *43*(4), 381-394.

Shanock, L. R., and Eisenberger, R. (2006). When supervisors feel supported: Relationships with subordinates' perceived supervisor support, perceived organizational support, and performance. *Journal of Applied psychology*, *91*(3), 689.

Sparr, J. L. and Sonnentag, S. (2008). Fairness perception of supervisor feedback, LMX, and employee well-being at work. *European Journal of Work and Organizational Psychology*, 17 (2), p. 198-225.

Taylor, I. M., and Ntoumanis, N. (2007). Teacher motivational strategies and student self-determination in physical education. *Journal of educational psychology*, *99*(4), 747.

Tziner, A., and Rabenu, E. (2018). The performance appraisal system (PAS). In *Improving Performance Appraisal at Work*. Edward Elgar Publishing.

Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In *Advances in experimental social psychology* (Vol. 29, pp. 271-360). Academic Press.

Van den Broeck, A., Vansteenkiste, M., De Witte, H., Soenens, B., and Lens, W. (2010). Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale. *Journal of Occupational and Organizational Psychology*, *83*(4), 981-1002.

Van Esch, E., Wei, L. Q., and Chiang, F. F. (2018). High-performance human resource practices and firm performance: The mediating role of employees' competencies and the moderating role of climate for creativity. *The International Journal of Human Resource Management*, *29*(10), 1683-1708.

Yeh, V. J. H., Sherwood, G., Durham, C. F., Kardong-Edgren, S., Schwartz, T. A., and Beeber, L. S. (2019). Designing and implementing asynchronous online deliberate practice to develop interprofessional communication competency. *Nurse education in practice*, *35*, 21-26.

Youndt, M. A., and Snell, S. A. (2004). Human resource configurations, intellectual capital, and organizational performance. *Journal of managerial issues*, 337-360.

APPENDIX

Appendix 1 – Research survey

Please choose your answer going from the weakest (1) to the strongest (7) degree	1	2	3	4	5	6	7
During my appraisal, my manager identifies my area of development and seeks for solutions to overcome them and to reach for a better performance.	○	○	○	○	○	○	○
My manager provides fair performance evaluations and recognizes the job well done.	○	○	○	○	○	○	○
The university management has a clear developmental plan and shares it with the employees.	○	○	○	○	○	○	○
My manager has a clear vision and shares it with the employees.	○	○	○	○	○	○	○
My last appreciation of performance was fair and was completed on schedule.	○	○	○	○	○	○	○
My competencies have evolved from the time I've been hired.	○	○	○	○	○	○	○
I am always led to execute new objectives.	○	○	○	○	○	○	○
I have the necessary technical knowledge to do my job.	○	○	○	○	○	○	○
I have the autonomy needed to do my job effectively.	○	○	○	○	○	○	○
I consider that I contribute to the mission and the vision of the University.	○	○	○	○	○	○	○
I often have a lack in accomplishing my responsibilities and that is due to a deficiency in trainings.	○	○	○	○	○	○	○
I don't feel like being performant since I often execute the same routine tasks and don't feel like perceiving a career orientation.	○	○	○	○	○	○	○
I always feel recognized for achieving my objectives.	○	○	○	○	○	○	○
The university management promotes strong professional ethics among its employees.	○	○	○	○	○	○	○
My salary corresponds to my responsibilities.	○	○	○	○	○	○	○
The university management offers cooperative environment and participative management.	○	○	○	○	○	○	○
My manager offers new objectives and respective challenges.	○	○	○	○	○	○	○
The university Management is open and is attentive to your needs and suggestions; it values individual initiatives.	○	○	○	○	○	○	○
The management is professional and deserves my trust.	○	○	○	○	○	○	○
My manager manages workload effectively.	○	○	○	○	○	○	○
The distribution of the workload among employees is reasonable.	○	○	○	○	○	○	○

In my work, deadlines for completion requested are realistic.	○	○	○	○	○	○	○
I am proud to work for NDU and would not hesitate to recommend that institution for a friend.	○	○	○	○	○	○	○
The University Management promotes strong professional ethics among its employees.	○	○	○	○	○	○	○

Appendix 2 – Parameters of descriptive statistics for the manifest statements

Table 9: Parameters of descriptive statistics for the manifest statements

Manifest statement	Mean	Standard deviation	minimum	Maximum	Skewness (standard error of skewness)
1	4.33	1.446	1	6	-0.714 (0.235)
2	4.87	1.394	1	6	-1.156 (0.235)
3	3.40	1.541	1	6	-0.008 (0.235)
4	4.13	1.639	1	6	-0.586 (0.235)
5	4.64	1.556	1	6	-1.173 (0.235)
6	4.93	1.274	1	6	-1.197 (0.235)
7	4.57	1.394	1	6	-0.751 (0.235)
8	5.36	0.746	2	6	-1.257 (0.235)
9	5.09	1.117	1	6	-1.568 (0.235)
10	5.21	1.058	1	6	-1.806 (0.235)
11	2.86	1.721	1	6	0.372 (0.235)
12	2.95	1.570	1	6	0.155 (0.235)
13	3.99	1.540	1	6	-0.399 (0.235)
14	2.68	1.313	1	6	0.153 (0.235)

15	3.92	1.235	1	6	-0.145 (0.235)
16	4.09	1.528	1	6	-0.619 (0.235)
17	3.42	1.407	1	6	0.021 (0.235)
18	4.05	1.443	1	6	-0.374 (0.235)
19	4.37	1.551	1	6	-0.669 (0.235)
20	3.64	1.550	1	6	-0.098 (0.235)
21	4.54	1.374	1	7	-0.843 (0.235)
22	5.33	1.039	1	6	-1.791 (0.235)
23	4.40	1.378	1	6	-0.592 (0.235)