



MASTER THESIS

Employees' reactions to the introduction of a new performance appraisal interview form

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September 2016

Employees' reactions to the introduction of a new performance appraisal interview form

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Abstract

The present paper studies how the introduction of a new performance appraisal interview form affects the level of job satisfaction among employees of a hospital, as well as their satisfaction with the performance appraisal. In an experimental design, employees were randomly assigned to either a performance appraisal interview with a new appraisal form or a performance appraisal interview with the standard appraisal form. Pre- and post- treatment surveys were conducted to measure job satisfaction and performance appraisal satisfaction. The introduction of a new appraisal form did not significantly affect job satisfaction. T-tests, however, show a significant increase in performance appraisal satisfaction for participants in the new performance appraisal interview form condition. The level of performance appraisal satisfaction significantly decreased for participants in the control condition (performance appraisal with the standard appraisal form).

Keywords

Performance appraisal, job satisfaction, experiment, HRM

I. INTRODUCTION

Medisch Spectrum Twente

Medisch Spectrum Twente (hereafter referred to as MST) is one of the largest non-academic hospitals in the Netherlands. MST has locations in Enschede, Oldenzaal, Haaksbergen and Losser, from which a population of approximately 264.000 people is serviced. MST has approximately 3.700 employees, including 235 medical specialists (MedischSpectrumTwente, 2014).

At MST the annual performance appraisal interview is a one on one conversation between supervisor and employee in which the parties look back as well as forward. The performance appraisal interview is an open discussion on the basis of equality and both the employee and supervisor play an active role in the conversation. By collective labour agreement the performance appraisal interview is mandatory once per year. During the performance appraisal interview the work performance of the employee, work environment, colleagues and supervisor will be discussed and the performance ratings will be assigned. The supervisors are required to evaluate the performance of their employees and provide feedback during a 12-week period designated by the organization. At the end of the performance appraisal interview, the supervisor signs the performance appraisal interview form (hereafter referred to as appraisal form) and the employee is allowed to proofread it once more. If the employee does not (fully) agree after proofreading, he/she can discuss this with the supervisor. If the employee does agree he/she signs the appraisal form and returns it to the supervisor. Finally, the supervisor forwards the completed appraisal form to the human resource department.

Changes in the appraisal form

Prior to this research MST used a relatively open appraisal form (see Appendix I). This appraisal form was used for quite a long period of time and several parties within MST expressed their concerns that the particular appraisal form was not a right fit. More specifically, supervisors at the Finance and Information department indicated that the appraisal form was applied organization-wide and held many aspects that did not apply for specific departments. Furthermore, the supervisors emphasized that they were limited in their rating options. The appraisal form would only allow them to rate their employees with a (-), (+) or (++), which, according to the supervisors, nearly always resulted in a (+) rating.

On the basis of these suggestions, the standard appraisal form was adjusted to the needs of the supervisors (Appendix II), and a more extensive rating scale was added to the standard appraisal form. As the supervisors also indicated there were several items that covered traits/skills, which did not apply for their department (e.g. patient safety and movement skills). In the new appraisal form, aspects that did apply for their

department specifically replaced these elements (e.g. ICT skills, social and communication skills). Hence, a new appraisal form was introduced with the following two changes:

- New evaluative items were added to replace non-applicable items.
- For each evaluative item a more extensive rating scale was added (A: very good, B: good, C: sufficient, D: insufficient, E: bad, F: very bad)

The supervisors, however, worried about the effects the new appraisal form would have on employee job satisfaction and their performance appraisal satisfaction. Evidently, they did not want to introduce an appraisal form which would result in lower levels of satisfaction among the employees. Altogether, this resulted into the following main research question: How does the introduction of a new type of appraisal form affect the level of job satisfaction and the level of performance appraisal satisfaction among the employees of MST working at the Finance and Information department?

Literature review

Many organizations employ some sort of formal or informal appraisal system that measures employee performance. Carroll & Schneier (1982) describe performance appraisal as the process of identifying, observing, measuring and developing human performance in organizations. Whereas Coens and Jenkins (2002) formulate performance appraisal as a mandated process in which, for a specified period of time, all or a group of an employee's work behaviours or traits are individually rated, judged, or described by a rater and the results are kept by the organization. According to Karol (1996) performance appraisal is a communication event scheduled between a manager and an employee for the purposes of evaluating that employee's past job performance and discussing relevant areas for future job performance.

Organizations often employ performance appraisal for a variety of purposes, including administrative decisions (e.g., raise, promotion), the evaluation of performance (feedback), the setting of goals for work and the agreeing on future development are some of the most important and most widely recognized (Boswell & Boudreau, 2002; Pettijohn, Pettijohn, & d'Amico, 2001). Performance appraisals are among the most important HR systems in organizations because they influence critical decisions regarding various HR actions and outcomes. (Cawley, Keeping, & Levy, 1998; Murphy & Cleveland, 1995). Some scholars argue that performance appraisals are one of the most important HRM practices because they regard many HRM decisions (Kuvaas, 2006). Because of its importance in organizations, performance appraisal is also a widely researched area. In many organizations increasing use of performance appraisal systems can be explained by a need to effect employees behavior and attitudes and organizational performance (Murphy & Cleveland, 1995). There are numerous

different types of performance appraisal systems and it is important that an organization uses the most suitable performance appraisal system in order to benefit most.

The issue of appraisal effectiveness and its measurement has been of great concern to scientists and practitioners. Appraisal effectiveness refers to how well the appraisal system is operating as a tool for the assessment of work performance (Cawley et al., 1998). Keeping and Levy (2000) argue that perhaps the best criterion to use in evaluating performance appraisal effectiveness is the reactions of employees. In their research they follow the earlier work from Cardy and Dobbins and claim that even the most psychometrically-sound appraisal system will be ineffective if employees (and supervisors) do not see it as fair, useful, valid, accurate, etc. They stated that a performance appraisal system can be psychometrically sound in design and construction but still ineffective in practice due to resistance or lack of acceptance on the part of users, so good psychometrics cannot make up for negative perceptions on the part of those involved in the system.

Again based on the work of Cardy and Dobbins, Levy & Williams (2004) developed a figure about the determinants of appraisal effectiveness (figure 1). The figure shows that the effectiveness of appraisal is based on three constructs, namely: rater errors and biases, rating accuracy and appraisal reactions.

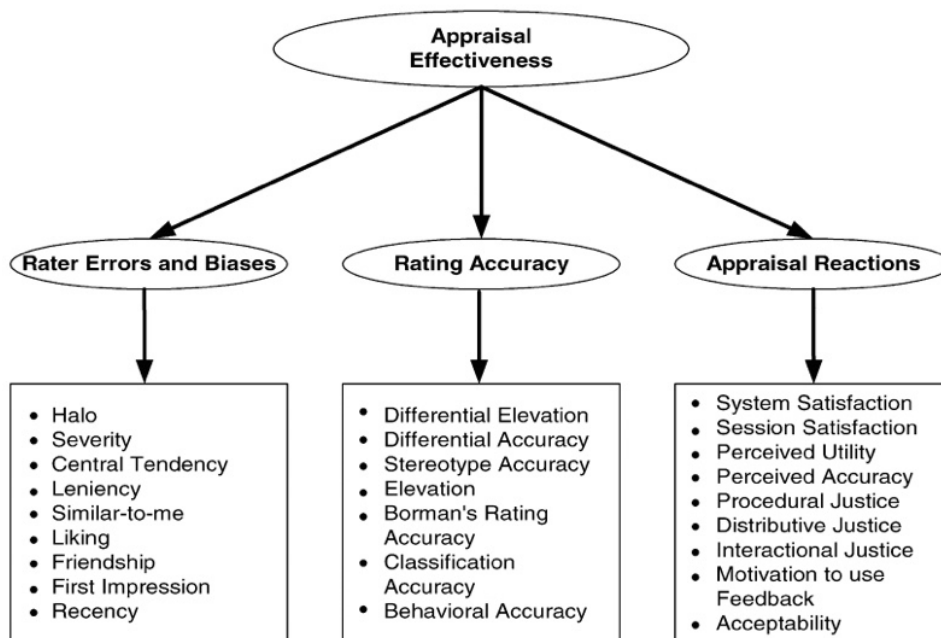


Figure 1. Appraisal effectiveness (Levy & Williams, 2004)

While historically research has mainly focused on two of the three elements (errors and accuracy), recent work has now begun to make progress on the third construct: appraisal reactions (figure 1). However, the fact still remains that there has been surprisingly little research on the perspective of the ones receiving the performance appraisal and their reactions to it. Guest (2011) also notes this void and highlights on the need to assess HRM practices effectiveness in terms of how well they are applied. Specifically, he emphasizes that it would make more sense to gather information from those experiencing the practices, namely the employees. According to Cascio (1992) employees' acceptance of the appraisal system is crucial to its long-term effectiveness. Carroll and Schneier (1982) also state that for employees to accept a performance appraisal system its process and content must be compatible with their needs, values, and expectations. The importance of studying the employees' satisfaction with performance appraisal is also acknowledged by Keeping & Levy (2000). Given these indications that future research should concentrate on how performance appraisal systems are perceived by its organizational members and the relative lack of research on employees' reactions to performance appraisal it motivates this research to focus on the employees' reactions to the introduction of a new type of appraisal form.

According to Malcolm and Jackson (2002) performance appraisal enhances motivation and the involvement in the 'big picture': encouragement, responsibility, recognition and effort. It also evaluates the employees' contribution to the organizational goals. From the individual's point of view, feedback satisfies a need for information about the extent to which personal goals are met, as well as a need for social comparison information about one's relative performance (Jawahar, 2006).

According to Lawler (as cited in Jawahar, 2006) satisfaction with performance appraisal should enhance employees' feelings of self-worth and their feelings of positive standing within the organization. Consequently, employees' overall attitudes toward their work and job situation should improve resulting in higher levels of job satisfaction. Blau (1999, p. 1101) believes that "employee satisfaction with performance appraisal is positively linked to subsequent satisfaction facets affected by performance appraisal, such as pay, promotion, supervision, job security, work, supervision, and coworkers". His research found indeed that employees' satisfaction with performance appraisal significantly affected the overall job satisfaction.

The changes made to the appraisal form (expansion of the rating scale and replacement of non-applicable evaluative items by new items) change the level of data quality. Wang and Strong (1996) divide data quality in four categories, namely: intrinsic data quality, contextual data quality, representational data quality and accessibility data quality. Each category has its own underlying dimensions, which are displayed in Figure 2 below.

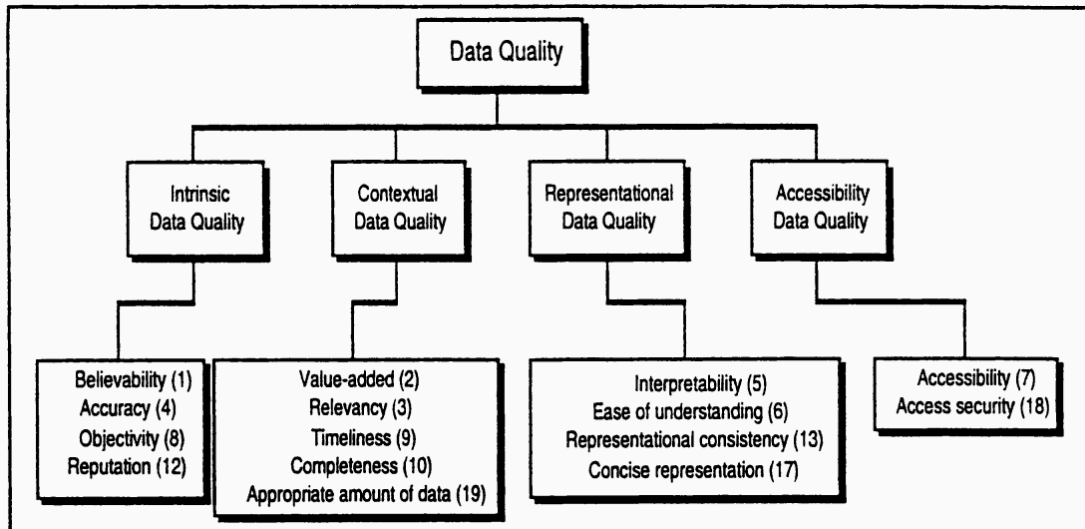


Figure 2. A conceptual framework of data quality by Wang & Strong (1996).

The changes made to the appraisal form enhance the following dimensions of data quality: believability, accuracy, reputation, value-added, relevancy, completeness, interpretability and ease of understanding. Lee et al. (2001) build on the research of Wang and Strong (1996), and use the term information quality instead of data quality. However, they present an overview of academic research on the dimensions of information quality (intrinsic, contextual, representational and accessibility information quality). Their research shows that various other scholars define the underlying data quality dimensions similarly. DeLone and McLean (1992) state that information quality affects the degree of user satisfaction.

On the basis of the theoretical arguments, set out above, it can be expected that with the new appraisal form at MST its employees will perceive their performance appraisal as more believable, accurate, value-adding, relevant, complete, interpretable and understandable. Secondly, they will receive a better insight in whether (their personal) goals are met. Due to this enhancement in data quality, user satisfaction is expected to increase. Satisfaction with the performance appraisal can on its turn enhance the level of job satisfaction. Therefore, we formulated the following hypotheses (figure 3):

H1a: There is a significant increase in the level of job satisfaction within the group of employees assigned to the new type of appraisal form.

H1b: There is a significant increase in the level of performance appraisal satisfaction within the group of employees assigned to the new type of appraisal form.

H2a: There is no significant difference in the level of job satisfaction within the group of employees assigned to the standard type of appraisal form.

H2b: There is no significant difference in the level of performance appraisal satisfaction within the group of employees assigned to the standard type of appraisal form.

H3a: There is no significant difference in the level of job satisfaction between the employees assigned to the new type of appraisal form and the employees assigned to the standard type of appraisal form before the conduction of the performance appraisal.

H3b: There is no significant difference in the level of performance appraisal satisfaction between the employees assigned to the new type of appraisal form and the employees assigned to the standard type of appraisal form before the conduction of the performance appraisal.

H4a: The level of job satisfaction within the group of employees assigned to the new type of appraisal form is significantly higher than the level of job satisfaction within the group of employees assigned to the standard type of appraisal form after the conduction of the performance appraisal.

H4b: The level of performance appraisal satisfaction within the group of employees assigned to the new type of appraisal form is significantly higher than the level of performance appraisal satisfaction within the group of employees assigned to the standard type of appraisal form after the conduction of the performance appraisal.

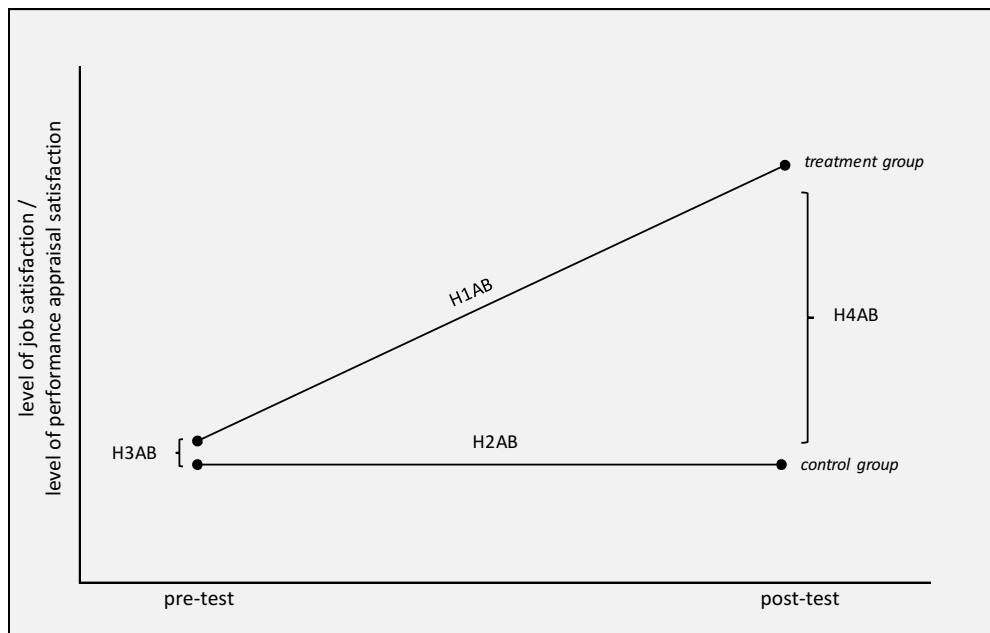


Figure 3. A schematic representation of the hypotheses.

II. METHOD

Research design

The research design used to conduct this research is an experimental design, trying to match a Randomized Controlled Trail (RCT) as closely as possible. The level of job satisfaction and level of performance appraisal satisfaction was tested before the introduction of the new appraisal form (pre-test) and retested after the introduction of the new appraisal form (post-test). Employees were randomly assigned to either the treatment or the control group, where some employees were subjected to the new appraisal form (treatment group) and other employees would have their performance appraisal with the standard appraisal form (control group). Below, figure 4 schematically displays the experimental design. This type of design will control for confounding variables and can help guard against many internal validity threats. In addition to the experimental design an in depth case study was performed. After the completion of the performance appraisal interviews and the post-experiment survey several informal interviews with employees from the treatment group were held. Therefore, it can be concluded that a triangulation approach was adopted to conduct this research.

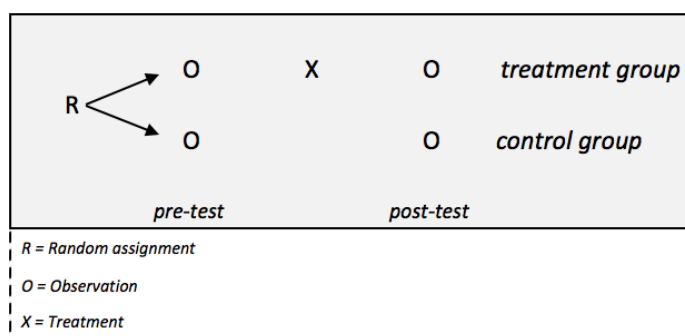


Figure 4. A schematic representation of the research design.

Participants and data collection

The research was conducted at the Finance and Information department of MST. During this research 52 employees worked at this department. Using a random number generator, all 52 employees were randomly assigned to either the new appraisal form or the standard appraisal form. Data was collected though an anonymous survey (see appendix III), all 52 employees were invited to participate in the survey. To maximize the response rate the survey was printed and handed out in person. Employees completed the survey during work hours approximately four weeks before (pre-experiment survey) and after (post-experiment survey) their annual performance appraisal interview. A total of 50 usable pre-experiment surveys were completed, which translates in a response rate of 96.15 percent. The total of usable post-experiment surveys was 51, which translates into a response rate of 98.08 percent.

Of the participants in the pre-experiment survey 18 were male (36%) and 32 were female (64%). 46 participants had a permanent position (92%) and 4 participants had a temporary position (8%). Of the participants 26 worked full-time (52%) and 24 worked part-time (48%). The mode age was between the 46 – 55 years (n = 15) and the mode tenure was between 21 – 30 years (n = 12). Of the participants in the post-experiment survey 18 were male (35.3%) and 33 were female (64.7%). 48 participants had a permanent position (94.1%) and 3 participants had a temporary position (5.9%). Of the participants 26 worked full-time (51%) and 25 worked part-time (49%). The mode age was between the 46 – 55 years (n = 15) and the mode tenure was between 21 – 30 years (n = 12).

As shown in table 1 below, the employees assigned to the new appraisal form did not differ significantly from the employees assigned to the standard appraisal form, in terms of demographics, viz. gender, age. Neither did they differ significantly on organizational variables such as department, employment type, working hours and tenure (see table 1).

Table 1. Chi-square tests for significant differences between employees assigned to the new and standard performance appraisal form.

Variable	New form (treatment)		Standard form (control)		χ^2	df	p
	N	%	N	%			
Gender					0.045	1	0.832
Male	9	18%	9	18%			
Female	15	30%	17	34%			
Age					5.081	n/a	0.258
18 - 25	1	2%	0	0%			
26 - 35	4	8%	4	8%			
36 - 45	4	8%	9	18%			
46 - 55	10	20%	5	10%			
Older than 55	5	10%	8	16%			
Department					8.285	n/a	0.526
Controlling	0	0%	4	8%			
Crediteurenadministratie	3	6%	3	6%			
Grootboek	1	2%	2	4%			
Medische administratie	3	6%	4	8%			
Verzekeringen	0	0%	1	2%			
Inkoop	8	16%	6	12%			
Facturatie en registratie	4	8%	3	6%			
Applicatiebeheer	0	0%	1	2%			
Treasury	1	2%	0	0%			
Staffunctionaris F&I	4	8%	2	4%			
Employment type					n/a	n/a	0.611
Permanent position	23	46%	23	46%			
Temporary position	1	2%	3	6%			
Working hours					0.087	1	0.768
Full-time	13	26%	13	26%			
Part-time	11	22%	13	26%			
Employment years					2.379	n/a	0.883
1 - 5 years	4	8%	7	14%			
6 - 10 years	4	8%	5	10%			
11 - 20 years	5	10%	4	8%			
21 - 30 years	7	14%	5	10%			
31 - 40 years	4	8%	4	8%			
More than 40 years	0	0%	1	2%			

For the variables gender and working hours a Chi-Square test for independence was performed. The remaining variables violated the expected cell frequency assumption, therefore the work of Field (2009) was followed and a Fisher's Exact test was performed for these variables.

Procedure

The supervisor who normally was responsible for the employees' performance appraisal interview also carried out these performance appraisal interviews. First, the supervisors were provided with an overview of the employees and their corresponding type of appraisal form. Secondly, the supervisors conducted the annual performance appraisal interviews. Employees assigned to the treatment group evidently did not know about this, once in the privacy of their supervisors' office they were informed about their assignment. Prior to the commencement of the performance appraisal interview these employees were asked to participate and continue their performance appraisal with the new type of appraisal form. None of the employees refused to participate.

Measures

Performance appraisal interview form

There were two types of appraisal forms. The employees were randomly assigned to either the newly developed appraisal form or the standard appraisal form. Consequently, the employees assigned to the new appraisal form were part of the treatment group and the employees assigned to the standard appraisal form belonged to the control group.

Job satisfaction

To measure the variable job satisfaction the work of Spector (1997) was adopted, more specifically: the Job Satisfaction Survey (JSS). This survey assesses nine aspects of job satisfaction (four statements per aspect) and has a total of 36 items (pre-test $\alpha = 0.86$; post-test $\alpha = 0.83$). Below, table 2 provides an overview of the nine aspects and a short description. In order for the employees to be able to participate in the survey, the 36 items were translated into Dutch. All items were assessed on a six-point Likert scale (disagree very much – disagree moderately – disagree slightly – agree slightly – agree moderately – agree very much). 19 items were reversed scored and higher scores represented higher the levels of job satisfaction.

Table 2. Nine aspects and their description of the Job Satisfaction Survey (Spector, 1997).

Scale	Description
Pay	Satisfaction with pay and remuneration.
Promotion	Satisfaction with promotion opportunities.
Supervision	Satisfaction with immediate supervisor.
Fringe Benefits	Satisfaction with fringe benefits.
Contingent Rewards	Satisfaction with appreciation, recognition and rewards for good work.
Operating Procedures	Satisfaction with rules and procedures.
Coworkers	Satisfaction with coworkers.
Nature of Work	Satisfaction with the type of work done.
Communication	Satisfaction with communication within the organization.

Performance appraisal satisfaction

The measurement of satisfaction with performance appraisal was adapted from the research of Kuvaas (2006). It includes seven items (pre-test $\alpha = 0.89$; post-test $\alpha = 0.91$) that cover the following aspects: overall satisfaction with performance appraisal activities, adequacy of feedback employees receive and employees' perceptions of their organizations commitment to conducting developmental performance appraisal. In order for the employees to be able to participate in the survey, all seven items were translated into Dutch. All items were assessed on a six-point Likert response scale (disagree very much – disagree moderately – disagree slightly – agree slightly – agree moderately – agree very much). There were no reversed items and higher scores represented higher levels of performance appraisal satisfaction.

Analysis

For both the pre-test and the post-test a total score for the level of job satisfaction and performance appraisal satisfaction was computed. Paired and independent samples t-tests were used to test the hypotheses. T-tests were considered to be suitable because of the nominal nature of the independent variable and the interval nature of the dependent variables. Because the n is rather small a Wilcoxon signed rank test and a Mann-Whitney U test were also performed. Significance levels were set at $p < .05$.

III. RESULTS

Prior to conducting the analyses, the assumption of normality was examined. First, the skewness and kurtosis levels were investigated. To determine whether skewness and kurtosis differ significantly from the normal distribution a z score was calculated. According to Cramer and Howitt (2004) this z score is calculated by dividing the measure of skewness or kurtosis by its standard error. A z-value of +/-1.96 or more is statistically significant at the 95% or 0.05 two-tailed level (Cramer & Howitt, 2004). Secondly a Shapiro Wilk's test was performed ($p > 0.05$) (Shapiro & Wilk, 1965; Razali & Wah, 2011). For both the Shapiro Wilk's test and the skewness and kurtosis assesment a p-value higher than 0.05 is desired, since the null hypothesis states that the data are normally distributed. Appendix IV shows a detailed table with all the results of the aforementioned tests. It reveals that there are no z-values +/- 1.96 and no p-values < 0.05 for the Shapiro Wilk's test. These results along with a visual inspection of the histograms, normal Q-Q plots and box plots show that job satisfaction and performance appraisal satisfaction where approximately normally distributed for both the employees with the new appraisal form and the employees with the standard appraisal form.

Testing H1AB and H2AB

One- and two-tailed paired samples t-tests were performed to test whether the mean scores of job satisfaction and performance appraisal satisfaction differ significantly before and after the treatment, i.e., the performance appraisal interview with new and standard appraisal forms.

A one-tailed t-test shows a small decrease in the level of job satisfaction for the participants subjected to the new appraisal form, this decrease is not significant ($t = -0.28$; $df = 23$; $p = 0.39$). The same t-test revealed that the increase in performance appraisal satisfaction is highly significant for the participants who underwent the performance appraisal with a new appraisal form ($t = 3.31$; $df = 23$; $p < 0.05$). A two-tailed t-test shows that the level of job satisfaction for the participants subjected to the standard appraisal form increases slightly, however, the increase is not statistically significant ($t = 0.06$; $df = 25$; $p = 0.95$). The level of performance appraisal satisfaction significantly decreases for the participants who underwent the performance appraisal with the standard appraisal form ($t = -2.55$; $df = 25$; $p < 0.05$). Below, table 3 gives a complete overview of the results.

Table 3. Paired samples t-test for job satisfaction and performance appraisal satisfaction per group.

	Mean	t	df	p
Job satisfaction new form (post-pre)	-0,66667	-0,280	23	0,3910
Job satisfaction standard form (post-pre)	0,15385	0,063	25	0,9510
Performance appraisal satisfaction new form (post-pre)	3,29167	3,313	23	0,0015
Performance appraisal satisfaction standard form (post-pre)	-1,73077	-2,551	25	0,0170

Non parametric tests for H1AB and H2AB

Because the n is relatively small, we also performed a Wilcoxon signed-rank test, which shows the same results. There is a decrease in the level of job satisfaction for the treatment group, this is a small decrease and the result is not significant ($Z = -0.29$; $p = 0.39$). However, the level of performance appraisal satisfaction for the treatment group did significantly increase ($Z = -2.85$; $p < 0.05$). For the control group there is a minor increase in the level of job satisfaction, which is not significant ($Z = -0,17$; $p = 0,87$). The level of performance appraisal satisfaction for the control group significantly decreases ($Z = -2.25$; $p < 0.05$). Below, table 4 gives a complete summary of the results.

Table 4. Wilcoxon signed rank test for job satisfaction and performance appraisal satisfaction per group.

		N	Mean rank	Sum of rank	Z	p
Job satisfaction new form (post-pre)	positive ranks	11	12,73	140,00	-0,286	0,3875
	negative ranks	13	12,31	160,00		
Job satisfaction standard form (post-pre)	positive ranks	12	15,17	182,00	-0,165	0,8690
	negative ranks	14	12,07	169,00		
Performance appraisal satisfaction new form (post-pre)	positive ranks	17	12,59	214,00	-2,848	0,0020
	negative ranks	5	7,8	39,00		
Performance appraisal satisfaction standard form (post-pre)	positive ranks	5	7,9	39,5	-2,247	0,0250
	negative ranks	14	10,75	150,5		

Testing H3AB and H4AB

One- and two-tailed independent samples t-tests were performed to test whether the mean scores of job satisfaction and performance appraisal satisfaction differ significantly between the treatment (new appraisal form) and control group (standard appraisal form).

A two-tailed t-test was performed to compare the means between the groups before the treatment, i.e., before the performance appraisal interview. The t-test reveals that the participants who underwent the performance appraisal with the new appraisal form have somewhat higher levels of job satisfaction compared to the participants subjected to the standard appraisal form ($t = 0.15$; $df = 48$; $p = 0.88$). In addition, the test also shows that the level of performance appraisal satisfaction is exactly equal for the participants who underwent the performance appraisal with a new appraisal form and the participants with the standard appraisal form, which evidently translates into a non-significant difference ($t = 0$; $df = 39.34$; $p = 1$).

A one-tailed t-test was performed to compare the means between the groups after the treatment, i.e., after the performance appraisal interview (with new and standard appraisal forms). The results show that the participants subjected to the new appraisal form have slightly lower levels of job satisfaction than the participants who underwent the performance appraisal with the standard appraisal form. However, the difference between the two groups is not statistically significant ($t = -0.09$; $df = 49$; $p = 0.46$). The results also reveal that the participants subjected to the new appraisal form did have significantly higher levels of performance appraisal satisfaction compared to the participants subjected to the performance appraisal with the standard appraisal form ($t = 3.01$; $df = 42.36$; $p < 0.05$). Below, table 5 gives a complete overview of the results.

Table 5. Independent samples t-test for job satisfaction and performance appraisal satisfaction between groups.

	Appraisal form	N	Mean	Mean difference	t	df	p
Job satisfaction pre	New	24	145,0417	0,6571	0,146	48	0,884
	Standard	26	144,3846				
Performance appraisal satisfaction pre	New	24	25,5000	0,0000	0	39,335	1
	Standard	26	25,5000				
Job satisfaction post	New	24	144,375	-0,3657	-0,093	49	0,463
	Standard	27	144,7407				
Performance appraisal satisfaction post	New	24	28,7917	5,0509	3,012	42,364	0,002
	Standard	27	23,7407				

Non parametric tests for H3AB and H4AB

Because the n is relatively small, we also performed a Mann-Whitney U test, which shows the same results. The level of job satisfaction before the performance appraisal interview is higher for the participants in the treatment group compared to the participants in the control group. However, this difference is not statistically significant ($Z = -0.48$; $p = 0.63$). The participants in the control group have slightly higher levels of performance appraisal satisfaction before the performance appraisal interview compared to the treatment group. This difference is also not statistically significant ($Z = -0.51$; $p = 0.61$). The level of job satisfaction after the performance appraisal interview is somewhat higher for the participants in the treatment group than in the control group. Once again the difference is not statistically significant ($Z = -0.16$; $p = 0.44$). The level of performance appraisal satisfaction after the performance appraisal interview is significantly higher for the participants in the treatment group compared to the participants in the control group ($Z = -2.686$; $p < 0.05$). Below, table 6 gives a complete summary of the results.

Table 6. Mann-Whitney U test for job satisfaction and performance appraisal satisfaction between groups.

	Appraisal form	N	Mean rank	Sum of rank	Z	p
Job satisfaction pre	New	24	26,52	636,50	-0,476	0,634
	Standard	26	24,56	638,50		
Performance appraisal satisfaction pre	New	24	24,42	586,00	-0,506	0,613
	Standard	26	26,5	689,00		
Job satisfaction post	New	24	26,35	632,50	-0,161	0,4360
	Standard	27	25,69	693,50		
Performance appraisal satisfaction post	New	24	31,92	766	-2,686	0,0035
	Standard	27	20,74	560		

A graphical representation of the mean job satisfaction scores and the corresponding p-values are displayed in figure 5 below. The graph shows that the mean score for job satisfaction is higher for the participants in the performance appraisal with the new appraisal form than for the participants with the standard appraisal form, note that this is before the performance appraisal interview. It also displays a decrease in the level of job satisfaction for the participants subjected to the new appraisal form and an increase in job satisfaction for participants subjected to the standard appraisal form. Both changes are not statistically significant. Finally, it shows that the difference in job satisfaction levels between the groups after the performance appraisal interview is not statistically significant. The graph displays an almost opposite image of the schematic representation of the hypotheses in figure 3.

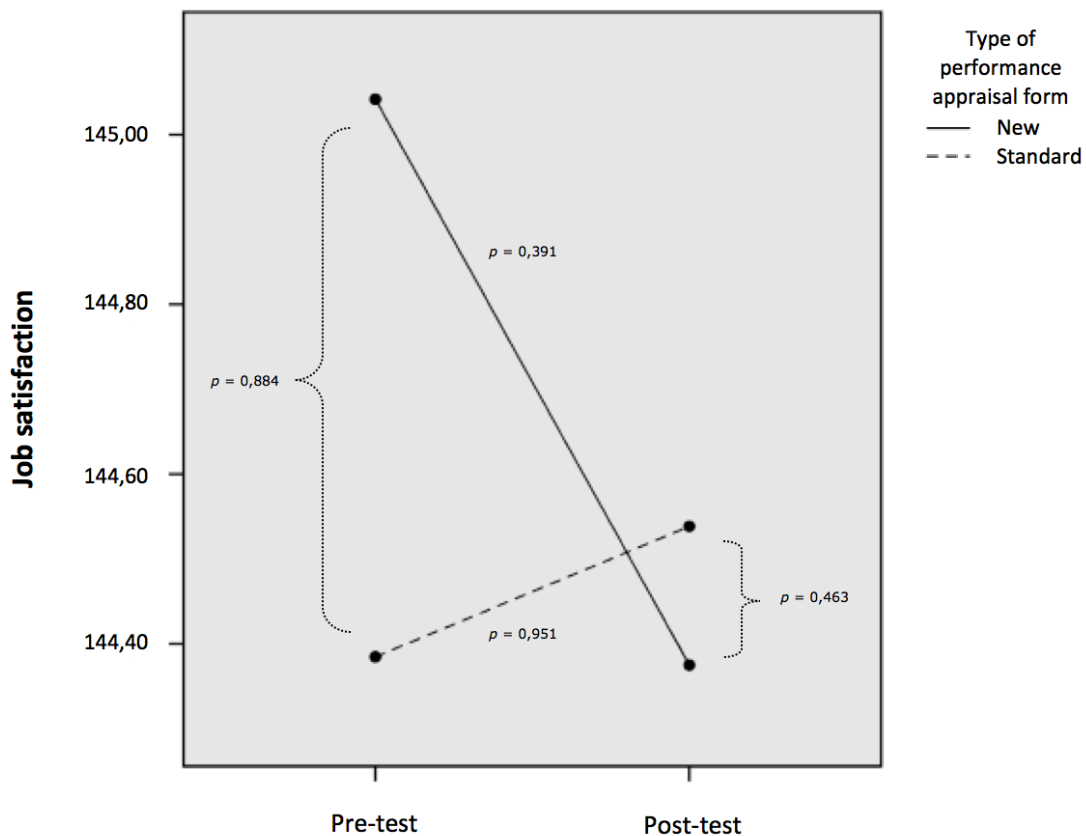


Figure 5. Mean job satisfaction scores and corresponding p-values (pre- and post-test).

Below, a graphical representation of the mean performance appraisal satisfaction scores and the corresponding p-values (figure 6). The graph clearly shows that the mean score for performance appraisal satisfaction is identical for the participants in the performance appraisal with the new appraisal form and the standard appraisal form. It also displays a significant increase in the level of performance appraisal satisfaction for the participants subjected to the new appraisal form and a significant decrease in performance appraisal satisfaction for participants subjected to the standard appraisal form. Finally, it shows that the difference in performance appraisal satisfaction after the performance appraisal interview is statistically significant. The graph rather closely follows the schematic representation of the hypotheses (figure 3), with the exception of the decrease in performance appraisal satisfaction for the participants subjected to the standard appraisal form.

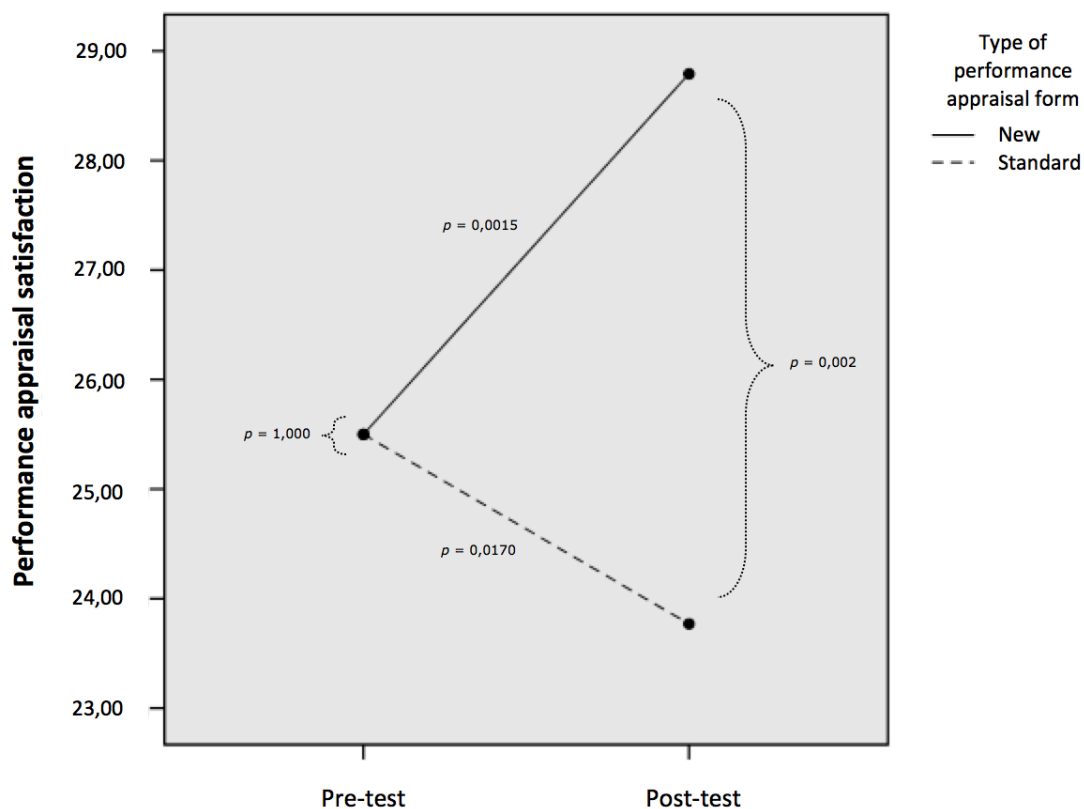


Figure 6. Mean performance appraisal satisfaction scores and corresponding p-values (pre- and post-test).

Further examination of the decrease in performance appraisal satisfaction

It appears that the employees subjected to the standard appraisal form are less satisfied about their performance appraisal. This decrease in performance appraisal satisfaction was not expected, and therefore we further examined this result. A post-hoc explanation for this negative effect could be interactions between the employees about the appraisal interviews. Because it was a field experiment, the treatment was not double blind. The performance appraisal interviews were conducted during a 12-

week period. Once the first round of employees mentioned to their colleagues that they were subjected to a new appraisal form, and other employees afterwards found out that they were not assigned to the new appraisal form, the latter subjects could have been disappointed being in the control group. We explored this proposition by exploring the effect of the date of the interview. If our proposition holds, especially employees who had their performance appraisal late in the 12-week period would report lower levels of performance appraisal satisfaction. Since they had a longer timeframe to be informed about the new appraisal form by their colleagues. However, we observed no difference between the levels of performance appraisal satisfaction reported by the employees who had their interview in the first weeks of the interview period and those reported by employees who had their interview later.

IV. Conclusion and Discussion

The general question for this research was: How does the introduction of a new type of appraisal form affect the level of job satisfaction and the level of performance appraisal satisfaction among the MST employees working at the Finance and Information department? This translated into two central research aims (1) generate knowledge about the effect of a new appraisal form on the level of job satisfaction and the level of performance appraisal satisfaction among the MST employees. (2) compare these results with the effect of the standard appraisal form on the level of job satisfaction and the level of performance appraisal satisfaction among the MST employees.

Based on survey questions, the corresponding performed statistical tests and the informal interviews with employees it can be concluded that the introduction of a new appraisal form does not affect the level of job satisfaction among the MST employees working at the Finance and Information department. However, the introduction of a new appraisal form does affect the level of performance appraisal satisfaction positively. It appears that the employees subjected to the new appraisal form are more satisfied about their performance appraisal. When we take a look at the control group we can conclude that the standard appraisal form also does not affect the level of job satisfaction among the MST employees working at the Finance and Information department. However, the standard appraisal form surprisingly negatively affects the level of performance appraisal satisfaction. It appears that the employees subjected to the standard appraisal form are less satisfied about their performance appraisal. It must be noted that the employees are also exposed to other factors such as: a turbulent work environment, individual and other environmental factors.

The results of this research may help identify components of the appraisal process that have a significant affect on the benefits derived from the performance appraisal. By identifying the crucial components of the evaluation process, researchers and practitioners may be provided with additional guidance as they attempt to research/develop performance appraisal systems.

Limitations

A first limitation of the experiment was that the treatment was not double blind. The performance appraisal interviews were conducted during a 12-week period. The employees were situated in a social setting where it is expected that mutual communication will take place. Because interaction most likely will have occurred between the employees (and possibly between groups), the internal validity may be threatened by contamination. However, because this research took place in a social setting it also would not have been possible to isolate the employees. Indeed, we found

the unexpected result that subjects in the control group were less satisfied with the appraisal form. We ruled out the explanation that this result was driven by subjects who participated later in the experiment. This leaves open the possibility that the effect was driven by the supervisor—although we cannot test this.

Furthermore, the survey questions were adapted from Spector (1997) and Kuvaas (2006) however, the questions have been translated from English to Dutch. This could have affected the validity of the results. This was a weighing of on the one hand providing the employees with an English survey and thereby running the risk of them not fully understanding the content (which also results in a validity threat) and on the other hand translating the survey questions ourselves and trying to minimize miscommunication from the employee's side. Evidently, we opted the latter option, mainly because this way we could try to manage translation errors on our side, whereas translation errors occurring on the employee's side could very well be non detectable. Nevertheless, it remains a fact that both options could affect the validity of the results. However, by distributing and retrieving the surveys face to face participants were given the opportunity to ask for clarifications, which limited the risk of miscommunication.

Finally, the external validity of this research is limited by the specific environment of one department in one hospital, which makes it difficult to generalize the results.

Future research

Our research was conducted in a very specific and limited setting, future research could repeat/build on our research by investigating this in a broader environment. By examining e.an entire organization, the same department from different organizations or even different sectors, future research could try to enhance the level of external validity and would be in a better position to make generalizations. Furthermore, our research focussed on the effects for the employee (ratee), however future research could also investigate the effects for the supervisor (rater). Maybe even more interesting could be the effects of variables simultaneously on both participants.

V. Acknowledgement

Hereby, we want to express our gratitude and appreciation to all the Medisch Spectrum Twente professionals who contributed to this research by providing their guidance, time and answers. This research would not have been possible without their cooperation and support.

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Appendix I. Standard performance appraisal interview form

Jaargesprek



Betreffende	
Naam medewerker _____	Persoonsnummer _____
Naam leidinggevende _____	Naam 3e persoon _____
Persoonlijke gegevens	
Afdeling _____	Groep _____
Functie _____	
Datum benoeming huidige functie _____	Datum indiensttreding _____
Algemene gegevens	
Datum gesprek _____	Datum vorige gesprek _____
Functioneringstijdvak van _____	tot _____

Deel A: Terugkijken

1. (Resultaat) afspraken vorige gesprek

Afspraken uit het vorige jaargesprek:

[Voer hier de afspraken uit het vorige jaargesprek in]

Welke (resultaat) afspraken zijn gerealiseerd?

Welke (resultaat) afspraken zijn uit het vorig gesprek niet nagekomen? Waarom niet?

2. Omstandigheden (ARBO)

Waren er in de afgelopen periode persoonlijke of bedrijfsomstandigheden (bv. Schokkende werkervaring) die van invloed zijn geweest op uw werk?

3. Patiëntveiligheid

Meldt u incidenten en bemerkt u verbeteringen naar aanleiding van meldingen op de afdeling?

Welke bijdrage heeft u dit jaar geleverd aan de (patiënt-)veiligheid en welke bijdrage gaat u hier volgend jaar aan leveren?

Bekwaamheid in het uitvoeren van voorbehouden handelingen:

Bekwaamheid in het gebruik van medische apparatuur en instrumenten (zie ook leermanagement systeem LMS)¹:

4. Relatie en samenwerking

Met leidinggevende

Met collega's

Feedback op functioneren van leidinggevende door medewerker

5. Functioneren van de afgelopen periode op de volgende resultaatgebieden en kernactiviteiten

Vul met behulp van de functiebeschrijving van de medewerker de resultaatgebieden en kernactiviteiten in	Vul in ² :	Ruimte voor opmerkingen
1	+	
2	+	
3	+	
4	+	
5	--	
6	--	

¹ Vul in welke medische apparatuur voor de medewerker van toepassing is

² Vul de volgende symbolen (facultatief) in: ++ = Boven verwachting, + = Voldoet aan de verwachtingen, - = Verbeterpunt

6. Functioneren van de afgelopen periode op de gezichtspunten		
Zie voor omschrijving van de gezichtspunten de functiebeschrijving van de medewerker	Vul in ² :	Ruimte voor opmerkingen
Kennis <ul style="list-style-type: none"> ▪ Parate kennis ▪ Kennisbreedte en dynamiek 	 + +	
Zelfstandigheid <ul style="list-style-type: none"> ▪ Probleem oplossen ▪ Werk organiseren ▪ Innoveren ▪ Weerstand overwinnen ▪ Tijdsplanne 	 + + + + +	
Sociale vaardigheden <ul style="list-style-type: none"> ▪ Begrip en toewijding ▪ Sfeer (klimaat) beïnvloeden ▪ Gedrag sturen / normen hanteren ▪ Handhaven ▪ Flexibiliteit 	 + + + + +	
Risico's verantwoordelijkheden en invloed <ul style="list-style-type: none"> ▪ Risico's ▪ Verantwoordelijkheden ▪ Invloed 	 + + +	
Uitdrukkingsvaardigheid <ul style="list-style-type: none"> ▪ Het zich mondeling uitdrukken in de Nederlandse taal ▪ Het zich schriftelijk uitdrukken in de Nederlandse taal ▪ Het zich uitdrukken in een vreemde taal ▪ Het uitdrukken van kennis, inzicht en gevoelens op een begrijpelijke wijze 	 + + + +	
Bewegingsvaardigheid <ul style="list-style-type: none"> ▪ Nauwkeurigheid van de bewegingen ▪ Complexiteit van de bewegingen ▪ Snelheid van beweging ▪ Krachtsuitoefening bij beheersing van bewegingen ▪ Normale tijdsduur nodig om de vereiste bewegingsvaardigheid te verkrijgen ▪ Automatische bij de bewegingsvaardigheid 	 + + + + + +	

² Vul de volgende symbolen (facultatief) in: ++ = Boven verwachting, + = Voldoet aan de verwachtingen, - = Verbeterpunt

	Vul in ² :	Ruimte voor opmerkingen
Oplettendheid <ul style="list-style-type: none"> ▪ Aantal punten waarop gelijktijdig moet worden gelet ▪ De nauwkeurigheid in het werk en / of de opmerkzaamheid ten aanzien van leemten, gebreken of afwijkingen ▪ De mate waarin het werk de oplettendheid niet gaande houdt ▪ De mate van spanning veroorzaakt door de mogelijke gevolgen van niet opletten 	+ + + +	
Overige functies <ul style="list-style-type: none"> ▪ Volharding en doorzettingsvermogen ▪ Zin voor systematiek, ordelijkheid, hygiëne ▪ Onkreukbaarheid, eerlijkheid, integriteit, en betrouwbaarheid ▪ Eisen stellen aan voorkomen en/ of gedrag ▪ Gevoel voor menselijk lichaam, materiaal of apparatuur 	+ + + + +	
Inconveniënten <ul style="list-style-type: none"> ▪ Fysieke belasting ▪ Psychische belasting ▪ Bezwarende werkomstandigheden ▪ Risico op persoonlijk letsel 	+ + + +	

Deel B: Toekomstverkenning

7. Werkomstandigheden en arbeidsvoorwaarden	
Eventuele organisatorische aanpassingen, ARBO of samenwerkingsrelaties die prestaties in de toekomst ondersteunen / verbeteren.	
Invulling individuele werktijdenregeling	
Wensen ten aanzien van gebruik van company benefits (<i>Kruis aan</i>)	<input type="checkbox"/> Nee <input type="checkbox"/> Ja, inlichtingen bij HR-beheer of de HR-adviseur

8. POP, Persoonlijk OntwikkelingsPlan, komende jaar	
Loopbaanontwikkeling	Visie medewerker

	Visie leidinggevende
De volgende afspraken en verbeteracties worden vastgelegd (wie doet wat en wanneer)	
	Resultaatafspraken

	Ontwikkeling- en scholingsafspraken
	Begeleiding en coaching vanuit de leidinggevende

	Gezichtspunten die tijdens het volgende jaargesprek geëvalueerd worden
Eventueel aanvullende gespreksonderwerpen aan de orde gesteld door de medewerker en / of leidinggevende	Deelname: Ziekteverzuim:

	Medewerker	Leidinggevende
Datum		
Handtekening akkoord	_____	_____

Appendix II. New performance appraisal interview form



Jaargesprek

Betreffende	
Naam medewerker _____	Persoonsnummer _____
Naam leidinggevende _____	Naam 3e persoon _____
Persoonlijke gegevens	
Afdeling _____	Groep _____
Functie _____	
Datum benoeming huidige functie _____	Datum indiensttreding _____
Algemene gegevens	
Datum gesprek _____	Datum vorige gesprek _____
Functioneringstijdvak van _____	tot _____

A = Zeer goed B = Goed C = Voldoende D = Onvoldoende E = Slecht F = Zeer slecht

Deel A: Terugkijken

1. (Resultaat) afspraken vorige gesprek		
Voer hier de afspraken uit het vorige jaargesprek in:	Gerealiseerd?	
1.	WEL	NIET
2.	WEL	NIET
3.	WEL	NIET
4.	WEL	NIET
5.	WEL	NIET
6.	WEL	NIET
7.	WEL	NIET
8.	WEL	NIET
9.	WEL	NIET
10.	WEL	NIET

Waarom zijn bepaalde (resultaat) afspraken uit het vorige gesprek niet nagekomen?

2. Omstandigheden (ARBO)

Waren er in de afgelopen periode persoonlijke of bedrijfsomstandigheden (bv. schokkende werkervaring) die van invloed zijn geweest op uw werk?

3. Relatie en samenwerking

Beoordeling

Met leidinggevende

A B C D E F

Opmerkingen:

Beoordeling

Met collega's

A B C D E F

Opmerkingen:

Feedback op functioneren van leidinggevende door medewerker

4. Functioneren van de afgelopen periode op de volgende resultaatgebieden en kernactiviteiten

Vul met behulp van de functiebeschrijving van de medewerker de resultaatgebieden en kernactiviteiten in

Beoordeling

1

A B C D E F

2

A B C D E F

3

A B C D E F

4	A	B	C	D	E	F
5	A	B	C	D	E	F
6	A	B	C	D	E	F
<i>Opmerkingen:</i>						

5. Functioneren van de afgelopen periode op de gezichtspunten						
Zie voor omschrijving van de gezichtspunten de functiebeschrijving van de medewerker	Beoordeling					
Kennis						
▪ Parate kennis	A	B	C	D	E	F
▪ Kennisbreedte en dynamiek	A	B	C	D	E	F
Zelfstandigheid						
▪ Probleem oplossen	A	B	C	D	E	F
▪ Werk organiseren	A	B	C	D	E	F
▪ Innoveren	A	B	C	D	E	F
▪ Weerstand overwinnen	A	B	C	D	E	F
▪ Tijdspanne	A	B	C	D	E	F
Sociale vaardigheden						
▪ Begrip en toewijding	A	B	C	D	E	F
▪ Sfeer (klimaat) beïnvloeden	A	B	C	D	E	F
▪ Gedrag sturen / normen hanteren	A	B	C	D	E	F
▪ Handhaven	A	B	C	D	E	F
▪ Flexibiliteit	A	B	C	D	E	F
▪ Klantvriendelijkheid	A	B	C	D	E	F
Risico's verantwoordelijkheden en invloed						
▪ Risico's	A	B	C	D	E	F
▪ Verantwoordelijkheden	A	B	C	D	E	F
▪ Invloed	A	B	C	D	E	F
Uitdrukkingsvaardigheid						
▪ Het zich mondeling uitdrukken in de Nederlandse taal	A	B	C	D	E	F
▪ Het zich schriftelijk uitdrukken in de Nederlandse taal (briefverkeer)	A	B	C	D	E	F
▪ Het zich schriftelijk uitdrukken in de Nederlandse taal (mailverkeer)	A	B	C	D	E	F

▪ Het zich uitdrukken in een vreemde taal	A	B	C	D	E	F
▪ Het uitdrukken van kennis, inzicht en gevoelens op een begrijpelijke wijze	A	B	C	D	E	F
▪ Algemene interne communicatie	A	B	C	D	E	F
▪ Algemene externe communicatie	A	B	C	D	E	F
ICT vaardigheden						
▪ Oracle	A	B	C	D	E	F
▪ Apro	A	B	C	D	E	F
▪ Microsoft Excel	A	B	C	D	E	F
▪ Microsoft Word	A	B	C	D	E	F
▪ Microsoft Outlook	A	B	C	D	E	F
▪ X-Care	A	B	C	D	E	F
▪ Datawarehouse	A	B	C	D	E	F
Oplettendheid						
▪ Aantal punten waarop gelijktijdig moet worden gelet	A	B	C	D	E	F
▪ De nauwkeurigheid in het werk en / of de opmerkzaamheid ten aanzien van leemten, gebreken of afwijkingen	A	B	C	D	E	F
▪ De mate waarin het werk de oplettendheid niet gaande houdt	A	B	C	D	E	F
▪ De mate van spanning veroorzaakt door de mogelijk gevolgen van niet opletten	A	B	C	D	E	F
Overige functies						
▪ Volharding en doorzettingsvermogen	A	B	C	D	E	F
▪ Zin voor systematiek, ordelijkheid, hygiëne	A	B	C	D	E	F
▪ Onkreukbaarheid, eerlijkheid, integriteit en betrouwbaarheid	A	B	C	D	E	F
▪ Eisen stellen aan voorkomen en / of gedrag	A	B	C	D	E	F
▪ Gevoel voor menselijk lichaam, materiaal of apparatuur	A	B	C	D	E	F
Inconveniënten						
▪ Fysieke belasting	A	B	C	D	E	F
▪ Psychische belasting	A	B	C	D	E	F
▪ Bezwarende werkomstandigheden	A	B	C	D	E	F
▪ Risico op persoonlijk letsel	A	B	C	D	E	F
<i>Opmerkingen:</i>						

Deel B: Toekomstverkenning

6. Werkomstandigheden en arbeidsvoorwaarden	
Eventuele organisatorische aanpassingen, ARBO of samenwerkingsrelaties die prestaties in de toekomst ondersteunen / verbeteren.	
Invulling individuele werktijdenregeling	_____
Wensen ten aanzien van gebruik van company benefits (<i>Kruis aan</i>)	<input type="checkbox"/> Nee <input type="checkbox"/> Ja, inlichtingen bij HR-beheer of de HR-adviseur

7. POP, Persoonlijk OntwikkelingsPlan, komende jaar	
Loopbaanontwikkeling	Visie medewerker

	Visie leidinggevende

De volgende afspraken en verbeteracties worden vastgelegd (wie doet wat en wanneer)	
Resultaatafspraken	_____
Ontwikkeling- en scholingsafspraken	_____
Begeleiding en coaching vanuit de leidinggevende	_____
Gezichtspunten die tijdens het volgende jaargesprek geëvalueerd worden	_____
Eventueel aanvullende gespreksonderwerpen aan de orde gesteld door de medewerker en / of leidinggevende	Deelname.: Ziekteverzuim: % Stand verlof (uren):

	Medewerker	Leidinggevende
Datum	_____	_____
Handtekening akkoord	_____	_____

Appendix III. Survey

Geachte deelnemer,

Momenteel ben ik bezig met de afstudeerfase van mijn opleiding Public Administration aan de Universiteit Twente. In het kader van mijn masterscriptie doe ik onderzoek naar de algemene werktevredenheid en de tevredenheid m.b.t. het jaargesprek binnen de stafdienst Financiën en Informatiezaken van het Medisch Spectrum Twente. Om hier een zo goed mogelijk beeld van te krijgen is uw mening van essentieel belang. Het invullen van de enquête neemt ongeveer 5 minuten van uw tijd in beslag. Graag wil ik nog even benadrukken dat de door u ingevulde gegevens anoniem en vertrouwelijk behandeld zullen worden.

Invulinstructie

S.v.p. de vragen beantwoorden voor de stafdienst Financiën en Informatiezaken. Per vraag één antwoord aankruisen/omcirkelen.

Als u vragen hebt over de enquête kunt u mij bereiken via email: c.bokhove@mst.nl

Alvast bedankt voor uw medewerking.

Carmen Bokhove

1. Wat is uw geslacht?

- Man
- Vrouw

2. Wat is uw leeftijd?

- Jonger dan 18 jaar
- 18 - 25 jaar
- 26 - 35 jaar
- 36 - 45 jaar
- 46 - 55 jaar
- Ouder dan 55 jaar

3. Op welke afdeling bent u werkzaam?

- Controlling
- Crediteurenadministratie
- Grootboek
- Medische administratie
- Verzekeringen
- Inkoop
- Facturatie en registratie
- Applicatiebeheer
- AO/IC
- Treasury
- Stafffunctionaris Financiën en Informatiezaken

4. In welk dienstverband bent u werkzaam?

- Een vaste aanstelling
- Een tijdelijke aanstelling
- Anders

5. Welke arbeidsduur hoort er bij uw dienstverband?

- Fulltime (voltijd)
- Parttime (deeltijd)

6. Hoelang bent u al dienst bij het Medisch Spectrum Twente?

- Minder dan 1 jaar
- 1 – 5 jaar
- 6 – 10 jaar
- 10 – 20 jaar
- Meer dan 20 jaar

	SVP PER STELLING ÉÉN NUMMER OMCIRKELEN DAT HET DICHTS IN DE BUURT KOMT BIJ UW MENING HIEROVER.	Helemaal mee oneens	Zeer mee oneens	Enigszins mee oneens	Enigszins mee eens	Zeer mee eens	Helemaal mee eens
7	Ik vind dat ik een eerlijk bedrag betaald krijg voor het werk dat ik doe.	1	2	3	4	5	6
8	Er is echt te weinig kans op promotie in mijn baan.	1	2	3	4	5	6
9	Mijn leidinggevende is erg bekwaam in zijn/haar werk.	1	2	3	4	5	6
10	Ik ben niet tevreden met de arbeidsvoorwaarden die voor mij van toepassing zijn.	1	2	3	4	5	6
11	Als ik goed werk aflever, ontvang ik hiervoor de erkenning die ik zou moeten krijgen.	1	2	3	4	5	6
12	Veel van onze regels en procedures maken het moeilijk om goed werk af te leveren.	1	2	3	4	5	6
13	Ik vind de mensen waarmee ik samenwerk aardig.	1	2	3	4	5	6
14	Ik heb soms het gevoel dat mijn baan weinig betekenisvol is.	1	2	3	4	5	6
15	De communicatie binnen deze organisatie lijkt me goed.	1	2	3	4	5	6
16	Loonsverhogingen zijn er te weinig en te ver uit elkaar.	1	2	3	4	5	6
17	Degenen die hun werk goed doen hebben een eerlijke kans op promotie.	1	2	3	4	5	6
18	Mijn leidinggevende is niet eerlijk tegen mij.	1	2	3	4	5	6
19	De arbeidsvoorwaarden die ons worden geboden zijn net zo goed als de meeste andere organisaties bieden.	1	2	3	4	5	6
20	Ik heb niet het gevoel dat het werk dat ik doe wordt gewaardeerd.	1	2	3	4	5	6
21	Mijn inspanningen om goed werk te verrichten worden zelden geblokkeerd door bureaucratie.	1	2	3	4	5	6

	SVP PER STELLING ÉÉN NUMMER OMCIRKELEN DAT HET DICHTS IN DE BUURT KOMT BIJ UW MENING HIEROVER.	Helemaal mee oneens	Zeer mee oneens	Enigszins mee oneens	Enigszins mee eens	Zeer mee eens	Helemaal mee eens
22	Ik vind dat ik harder moet werken op mijn werk vanwege de incompetentie van de mensen waarmee ik werk.	1	2	3	4	5	6
23	Ik vind mijn werkzaamheden leuk.	1	2	3	4	5	6
24	De doelstellingen van deze organisatie zijn mij niet duidelijk.	1	2	3	4	5	6
25	Ik voel me niet gewaardeerd door de organisatie als ik kijk naar wat ze me betalen.	1	2	3	4	5	6
26	Mensen groeien hier net zo snel door als in andere organisaties.	1	2	3	4	5	6
27	Mijn leidinggevende toont te weinig belangstelling voor de gevoelens van zijn medewerkers.	1	2	3	4	5	6
28	Het arbeidsvoorwaardenpakket dat we hebben is redelijk.	1	2	3	4	5	6
29	Er zijn weinig beloningen voor degenen die hier werken.	1	2	3	4	5	6
30	Ik heb te veel te doen op het werk.	1	2	3	4	5	6
31	De omgang met mijn collega's is plezierig.	1	2	3	4	5	6
32	Ik heb vaak het gevoel dat ik niet weet wat er gaande is binnen de organisatie.	1	2	3	4	5	6
33	Ik heb een gevoel van trots als ik mijn werk doe.	1	2	3	4	5	6
34	Ik ben tevreden met mijn kansen op salarisverhoging.	1	2	3	4	5	6
35	Er zijn arbeidsvoorwaarden die we niet hebben, maar wel zouden moeten hebben.	1	2	3	4	5	6
36	Ik vind mijn leidinggevende aardig.	1	2	3	4	5	6

	SVP PER STELLING ÉÉN NUMMER OMCIRKELEN DAT HET DICHTS IN DE BUURT KOMT BIJ UW MENING HIEROVER.	Helemaal mee oneens	Zeer mee oneens	Enigszins mee oneens	Enigszins mee eens	Zeer mee eens	Helemaal mee eens
37	Ik heb te veel papierwerk.	1	2	3	4	5	6
38	Ik heb het gevoel dat mijn inspanningen niet worden beloond zoals ze zouden moeten worden beloond.	1	2	3	4	5	6
39	Ik ben tevreden met mijn kansen op promotie.	1	2	3	4	5	6
40	Er is te veel gekibbel en ruzie op het werk.	1	2	3	4	5	6
41	Mijn baan is plezierig.	1	2	3	4	5	6
42	Werkopdrachten/taken worden niet goed uitgelegd.	1	2	3	4	5	6
43	Ik ben tevreden met de manier waarop mijn organisatie mij feedback geeft.	1	2	3	4	5	6
44	De feedback die ik ontvang over hoe ik mijn werk doe is zeer relevant.	1	2	3	4	5	6
45	Mijn organisatie is goed in het verstrekken van erkenning voor goede prestaties.	1	2	3	4	5	6
46	De feedback die ik ontvang komt overeen met wat ik daadwerkelijk heb bereikt.	1	2	3	4	5	6
47	Ik denk dat mijn organisatie de jaargesprekken op de best mogelijke manier probeert uit te voeren.	1	2	3	4	5	6
48	Mijn organisatie lijkt meer bezig met het geven van positieve feedback voor goede prestaties dan het bekritisieren van slechte prestaties.	1	2	3	4	5	6
49	Jaargesprekken zijn waardevol voor mezelf en voor mijn organisatie.	1	2	3	4	5	6

Appendix IV. Skewness, kurtosis and Shapiro Wilk's test results.

	Skewness	Skewness SE	Skewness z-value	Kurtosis	Kurtosis SE	Kurtosis z-value	Shapiro-Wilk (p)
Job Satisfaction pre (new)	-0,359	0,472	-0,761	-0,745	0,918	-0,812	0,306
Job Satisfaction pre (standard)	0,551	0,456	1,208	-0,749	0,887	-0,844	0,089
Performance Appraisal Satisfaction pre (new)	-0,671	0,472	-1,422	0,057	0,918	0,062	0,133
Performance Appraisal Satisfaction pre (standard)	-0,749	0,456	-1,643	0,872	0,887	0,983	0,059
Job Satisfaction post (new)	-0,037	0,472	-0,078	-0,661	0,918	-0,720	0,805
Job Satisfaction post (standard)	0,435	0,456	0,954	0,080	0,887	0,090	0,780
Performance Appraisal Satisfaction post (new)	-0,036	0,472	-0,076	-0,550	0,918	-0,599	0,629
Performance Appraisal Satisfaction post (standard)	-0,746	0,456	-1,636	0,278	0,887	0,313	0,084