

**PERFORMANCE MANAGEMENT SYSTEMS AS
AN ENABLER OR INHIBITOR TO LEARNING IN ORGANIZATIONS**

by

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**A Thesis submitted in conformity with the requirements
for the degree of Master of Arts
Graduate Department of Education
University of Toronto**

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Abstract

Title: Performance Management Systems as an Enabler or Inhibitor to Learning in Organizations
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One of the most prevalent and influential systems in organizations today is the performance management system. This thesis examines the impact of the major process components of this system on individual, team and organizational learning in three Canadian organizations -- Xerox Canada, Northern Telecom Ltd. and De Havilland Inc. Data was collected using a combination of focus groups and interviews which were then sorted and analyzed using a grounded theory methodology. The primary finding from this research is that systemic factors in performance management systems have a significant affect on individual and team learning in organizations. These systemic factors create the environmental conditions, including infrastructures and processes, that allow learning enablers to emerge and learning to occur. There was insufficient data to determine the link to organizational learning.

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Chapter 1: Introduction

The following contextual information sets the stage for the statement of the research problem later in this chapter. It also includes definitions of key terms and a review of related literature. The latter is presented in two sections, the first examines the issues and concerns with traditional approaches to performance management, while the second reviews emerging trends and directions. The final section discusses implications for individual, team and organizational learning.

1.1 Context

Performance management systems have emerged from the behavioural school of thought with the basic assumption that "organizational performance is a function of the predictability and control of employee behaviour" (Mohrman & Lawler, 1993, p. 240). In other words, if one were to clearly establish performance expectations, provide regular feedback on progress, measure the results against well defined performance standards (preferably set by the customer), and link reward systems to these results, one could reasonably expect that the sum of the individual efforts would be improved organizational performance.

This belief that the effective design and implementation of a performance management system will improve organizational effectiveness as well as motivate employees is the primary reason given for its wide-spread existence. Of lesser significance is the training and development of employees to meet changing business needs (Bevan & Thompson, 1991). Such is the strength of this belief, that currently more than three-quarters of the organizations in the United States practice some form of formal performance management (Mohrman & Lawler, 1993). This is particularly interesting given that research exists that has found that there is "no evidence to suggest that improved organizational performance in the private sector is associated with the operation of a formal performance management system" (Bevan & Thompson, 1991, p. 38).

Regardless, as a central system, performance management has the potential to significantly affect, both negatively and positively, learning at the individual, team and organizational levels. This links back to the behavioural approach in the belief that the behaviours that are learned at all levels are those that are encouraged, supported, recognized and rewarded through an organization's performance management system. For example, if the system focuses on individual performance and achievements and ignores teams, it will reinforce individualistic versus team-oriented behaviours. Likewise, "if the purpose is to produce cooperative behaviour, it is counterproductive to use a forced distribution system that produces competition among the individuals being appraised" (Mohrman & Lawler, 1993, p. 16). This same logic can apply to learning. For example, a performance management system can foster "single-loop" versus "double-loop" learning by being a forms driven process that fails to encourage dialogue or inquiry and by avoiding a component of stretch or growth in performance expectations (Argyris & Schon, 1974).

This relationship between performance management systems and learning in organizations is the focus of this thesis. The remainder of this chapter examines current thinking on these systems from the perspective of issues and concerns, as well as emerging trends.

1.2 Statement of the Research Problem

The purpose of this research is to identify the elements of the performance management systems in three, large Canadian organizations that either enable or inhibit individual, team and organizational learning. The organizations included in this portion of the study are de Havilland Inc., Northern Telecom Ltd., and Xerox Canada Ltd.

1.3 Definition of Key Terms:

Performance Management -

The term "performance management system" has a wide range of possible meanings. For example, it can refer to the metrics that are used to measure business performance, or to an annual employee

performance appraisal process. For the purpose of this research, performance management systems refers to a comprehensive process that "facilitates the integration of various human resource activities, meshes them more closely with the business objectives of the organization and, thereby, improves overall performance" (Bevan & Thompson, 1991, p. 38). Most traditional systems contain the following core components:

Performance Planning: The development of individual and team objectives that are aligned to departmental and organizational goals that include clear standards of performance. This is usually driven by the organization's vision.

Performance Development: The creation of a plan to address individual and/or team strengths and areas for development. This process normally includes regular reviews of progress which may, or may not, parallel the performance feedback and review process.

Performance Measurement: A process of regular performance review, feedback and evaluation (appraisal) that culminates in an annual assessment against targets.

Rewards and Recognition: The process for recognizing and rewarding individuals and teams for performance achievements. This often involves compensation such as merit pay.

In most performance management systems, objective-setting and performance appraisal are at the center of a step-by-step cycle that starts with planning, followed by review, feedback and appraisal, and finally rewards for achievement (Fletcher, 1993; Bevan & Thompson, 1991; Brennan, 1989). In many organizations, employee development is integrated in a parallel cycle.

Learning in Organizations -

This proposed research will examine the impact of performance management systems on three levels of learning: individual, team and organizational. All three levels of learning are important due to their interconnectedness. As Peter Senge (1991, p. 139) says:

Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs.

This also applies to team learning in that:

When teams are truly learning, not only are they producing extraordinary results but the individual members are growing more rapidly than could have occurred otherwise. (Senge, 1991, p. 10)

It is difficult to pin-point a clear definition of team learning, however a review of literature indicates that team learning occurs when the team adopts new processes, norms and behaviours that are applied to a variety of situations and are not dependent on individual members for their continued practice. In other words, they become part of the team's "memory".

Individual learning also has several meanings, primarily depending on the orientation of the researcher or author. For example, Kolb describes individual learning as "the process whereby knowledge is created through the transformation of experience" (1984, p. 38). In describing the learning process, he emphasizes that learning is a process that is being continuously created and recreated, not an independent entity to be acquired or transmitted. Donald Maudsley defines individual learning as "the process by which learners become aware of and increasingly in control of habits of perception, inquiry, learning and growth that they have internalized" (Mezirow, 1981, p. 12). This is consistent with Mezirow's own definition of "perspective transformation" - "the structure of psycho-cultural assumptions within which new experience is assimilated and transformed by one's past experience" - which he believes underlies the learning process (Mezirow, 1981, p. 11). For the purpose of this research project, individual learning will refer to changes in behaviour that are sustained over time.

Organizational learning as defined by Peter Senge (1991) is the capacity of the organization to create the future it wants. In this context, he describes a learning organization as a place where "people continually expand their capacity to create the results they truly desire,

where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (1991, p. 3). A slightly different but consistent definition by Mohrman and Mohrman (1994, p. 89) describes organizational learning as a more adaptive process that occurs when:

...the organization is able to alter its performance patterns to anticipate and/or respond to environmental change by adding new patterns of activity, deleting patterns that aren't needed and /or developing better seeing mechanisms that allow the approximate matching of patterns of activity to particular environmental events. For an organization to learn, it must have patterns of activities that alter its own patterns of activities.

The critical point is that all three forms of learning are necessary for an organization to truly become a "learning organization". Therefore, in researching the impact of an internal environmental system, such as performance management, it is important to examine its effect on individual, team and organizational learning. The next section provides an overview of problems and concerns with the traditional performance management system. This is important as it highlights potential issues for learning in organizations.

1.4 The Performance Management Dilemma:

For many managers, the most popular decision their top management could make about performance management (appraisal) would be to abolish it.

(King, 1984, p. 1)

Over the past eighteen months, since embarking on a career as an external organization development consultant, I have had the opportunity to work in a number of large private and public sector organizations including the Ontario Ministry of Transportation, Northern Telecom Limited, Canadian Imperial Bank of Commerce, Bombardier Inc., Diversey Corporation, Manulife Financial, and LM Ericsson. Every one of these organizations is currently struggling with the effectiveness of its performance management system. The issues range from a process that does

not support one organization's new team-based work design; to a lack of alignment between individual, team, departmental and organizational objectives; and to employee survey results indicating that less than 20% of employees are having regular performance-related or development discussions.

For all of these organizations, the primary area of concern is the "performance appraisal" process which includes the setting of goals and objectives, regular performance feedback discussions, and year-end formal performance reviews. Some, but not all, tie the appraisal results to compensation and other rewards and recognition practices. In these companies, the issue is the lack of differentiation of performance achievements, as indicated by appraisal ratings. As a result, there is very little variance between compensation and other rewards on a performance basis thereby negating their desired motivational impact. Development planning is less of a concern, not because it is being done well, but because it is seen to be less critical in achieving the organization's performance goals. The firms that are concerned with this factor tend to be responding to employee satisfaction survey issues, although a few directly identify concerns with employee retention as a key driver.

This is echoed in recent research which has found that over eighty percent of companies are dissatisfied with their current performance management systems (Fletcher, 1993). The main issues are the demands it places on managers, and the fact that "the imminence of reward decisions tends to block constructive discussions of development needs" (Fletcher, 1991, p. 34). In many work places, the actual exercise of setting objectives, providing feedback, documenting performance and creating personal development plans is viewed as an "administrative overlay" that is superimposed on the "real" work of the individual and the organization. It is seen to be a time-consuming human resources driven activity that "does not add value to the performance of the organization, and actually risks having more negative than positive consequences" (Mohrman & Lawler, 1993 p. 92).

The problem - and it is well documented - is that most performance appraisal systems do not motivate individuals nor guide their development effectively. Instead, they cause conflict between supervisors and subordinates and lead to dysfunctional behaviours. These dysfunctions are often exaggerated when performance appraisals are tied to traditional merit pay systems. They are particularly severe when the system forces supervisors to compare subordinates - evaluating some of them favorably and some unfavorably - creating the classic forced distribution problem.

(Lawler, 1994, p. 16)

It is a fact that organizations are undergoing rapid and radical change. In order to meet the challenges that this presents, many organizations are creating structures with fewer levels and more flexible modes of operating. As a result, managers have a larger number of direct reports which include more diverse and skilled employees, with an increasing number possessing professional or technical qualifications. Their direct reports are often located in dispersed geographic locations, and many of them operate on project teams in a matrix structure that frequently crosses organizational and sometimes national boundaries (King, 1984; Bevan & Thompson, 1991). This creates several problems for traditional performance management systems.

First of all, it takes a significant amount of time and energy for managers to effectively implement performance management, which is exaggerated further when the individual has a large number of direct reports (King, 1984; Lawler, 1994). The latter situation may lead to short cuts being taken or the system not being implemented. In this, as well as situations where a manager has infrequent contact with geographically dispersed employees, he or she may lack sufficient knowledge regarding the individuals' behaviour and performance to provide accurate and specific feedback. This also applies to managers who have employees working in teams, which is perhaps even more complex because of the difficulty in differentiating between individual member contributions. Add the element of a matrix structure, where an employee may actually work for several bosses throughout the year, and the use of the traditional approach to performance management is further complicated (Bevan & Thompson, 1991; King, 1984; Lawler, 1994; Plachy & Plachy, 1993).

This is aggravated by the fact that many managers are poorly prepared to fulfill their role requirements in implementing performance management. This causes problems including: standards and ratings vary widely and, often, unfairly depending on the personality of the evaluator; when standards are not clear evaluators tend to reward activities rather than results; employees often cannot explain the reasoning behind the rating they were given; rather than surface difficulties managers tend to give average ratings to poor performers; managers tend to give better evaluations to employees that they like; ratings often reflect general impressions rather than specific behaviours and performance; managers tend to recall behaviour that fits the stereotype of the specific individual; when times are tough managers inflate ratings to keep good employees; managers often forget that the annual written evaluation is a key piece of evidence in wrongful dismissal cases brought by employees; and evaluators are often confused whether to function as judge or coach (Harrington-Mackin, 1994).

Another concern is the apparent lack of motivational impact of the rewards and recognition system used with most traditional performance management systems. The most common approach is merit-based pay which tends to have one or more of the following problems: "award distribution from merit pools is based on skewed and manipulated ratings; unequal rewards are given for equal appraisals; and the system does not guarantee rewards for outstanding performance" (Brudney & Condrey, 1993; O'Neal, 1992). Merit pay also tends to focus on the individual which makes it unsatisfactory for use with self-directed work teams.

There are also serious concerns with performance management systems at a more philosophical level. Perhaps, the most renown of its detractors is Deming (1986) who refers to performance appraisals as one of the "seven diseases of current management practice". Specifically, he believes that the appraisal is harmful because managers cannot effectively differentiate between individual

employees and organizational systems as the cause in performance variation, and that the latter rather than the former is the major factor.

A further concern is that "there is a risk that certain approaches to performance management could reinforce the predisposition to short-termism and set back organizational effectiveness in the long term" (Bevan & Thompson, 1991. p. 39). This is based on the use of performance management systems to micro-manage and/or reward people for short-term thinking and deliverables. This is reinforced in organizations which tend to move people before there has been sufficient time to see the results of their action.

By this point, one cannot help but wonder if indeed Deming is not correct, and the best course of action might be to scrap the whole thing! There are a number of recommendations for "fixing" the traditional performance management system using alternative methods of appraisal such as self assessment, upwards feedback, peer review, team versus individual appraisal and multiple rater assessments. Most of these increase the process validity by gathering information from several sources (Fletcher, 1993; Lawler, 1994; Harrington-Makin, 1994; Plachy & Plachy, 1993; Shear, 1992; Semler, 1993). The elimination, or at least reduction, of the number of ratings used to assess performance is also recommended as an action that will address the issue of differentiating individual performance from other factors (Fletcher, 1993). Another suggestion is to separate objective setting and review processes from developmental discussions to encourage focused, quality discussions of development needs (Fletcher, 1993), and to emphasize results, particularly those related to the customer, over personality (Antonioni, 1994; Plachy & Plachy, 1993). A further recommendation is to shift ownership, including the design of the performance management system, to the line managers who are ultimately responsible for its implementation (Fletcher, 1993; Sheard, 1992). This includes increasing top management commitment to the process by having them role model its effective implementation (Lawler, 1994).

However, if there was one thing that an organization could do to significantly improve their existing system, it would be to train managers in how to effectively implement performance management and performance appraisal (Lawler, 1994).

If an organization decides to do traditional performance appraisals, it is critical that it invest a considerable amount of time in the training of appraisers so that they can develop the skills that are not a natural part of the management repertoire

(Lawler, 1994, p. 17).

This statement should also be expanded to include training and education on the planning, development and recognition components of the process.

To improve the effectiveness of the rewards and recognition system, the focus should be on supporting the business strategies and organizational goals, and providing a meaningful return on investment rather than on attracting and retaining employees (O'Neal, 1992; White, 1991; Brudney & Condrey, 1993). This includes programs that fall into three main categories. These are broad-based group incentive programs, including profit sharing and gain sharing plans; special individual-team contribution approaches, which tend to vary depending on the perceived value of the contribution; and reward-recognition schemes for technical and professional employees, which recognize contributions of major technical significance. There is no standard approach, however, it is important to build in diversity to involve employees and recognize and reward their achievements (O'Neal, 1992; Semler, 1993).

In summary,

Performance management should not be abandoned in most organizations. Instead, it should be selectively reinvented...The challenge is to develop effective approaches that will both meet these needs (individuals need to be guided and encouraged to develop particular skills and to direct their performance toward critical organizational outcomes) and fit the increased use of teams and total quality management systems.

(Lawler, 1994, p. 18 - 19)

As with rewards and recognition, the concept of "no standard approach" is also the future of performance management systems as a whole. In the place of the traditional step-by-step process, many organizations are evolving a number of separate but linked processes that are applied in different ways according to local circumstances and the needs of employees (Fletcher, 1993).

1.5 Emerging Alternatives to Traditional Performance Management Systems:

In addition to the "no standard approach", there are two main themes that emerge in the literature as important shifts in performance management systems. The first is the move towards a greater developmental focus in the overall system, and the second, an emphasis on team approaches. Both of these developments reflect the changes in the internal and external environment, as organizations seek to increase their flexibility and adaptability as well as their effectiveness. This is further emphasized by the increasing number of knowledge workers in organizations who are motivated primarily by opportunities for personal growth, operational autonomy and task achievement rather than by money (Tampoe, 1993; Harrigan & Dalmia, 1991).

A development-driven system stresses the importance of ensuring that appropriate human resource development activities are in place to meet the long-term objectives of the organization, and to ensure that business needs and human resource development are co-ordinated. This approach, as compared to the more rigid and control-oriented traditional system, has the flexibility to address the needs of the knowledge workers in an organization. Performance-based pay systems may operate in these organizations, but they are perceived to be complementary to human resource activities rather than dominating or driving them (Bevan & Thompson, 1991; Sheard, 1992). A recent development is the increased role for knowledge or skill-based compensation where "employees are paid specifically for the breadth and depth of their work-related knowledge and skills rather than for the static lists of tasks on their current job description" (White, 1991, p. 16). A further characteristic of a developmental-oriented performance management system is that the formal

assessment of promotability and potential is less likely to be on the agenda and, thereby, limited by the perspective of the immediate manager (Fletcher, 1993).

Indeed, if performance management is to meet any of the expectations it has raised about improving the bottom-line, more emphasis needs to be placed on the development-driven model of integration, and all that it involves, rather than allowing performance management to become a narrow vehicle for the delivery of reward and remuneration policy. (Bevan & Thompson, 1991, p. 39)

The second emerging trend is the movement towards team-based structures. As discussed previously, the traditional approach is ineffective in a team-based organization primarily because it focuses at the level of the individual. One option is to turn the performance management process into a team activity whereby the manager acts as a facilitator to ensure the process is conducted fairly and reasonably, but the team decides how it will be implemented and identifies the links to pay (Lawler, 1994).

Another alternative is for the manager to appraise the team as a whole in situations where there are highly interdependent work teams and it is difficult to assign responsibility to individuals. Team goals are set, performance measured, and rewards distributed but to the team rather than to individuals (Lawler, 1994).

A third approach is a team review process, which has several benefits. The first is that team members know each other's performance better than do managers or supervisors and see each other's work on a regular basis so they can evaluate each other more accurately. A second major benefit is that team reviews tend to solicit numerous opinions within and outside the team and are not dependent on one person's opinion, thereby increasing their validity. Team reviews also support the development of assessment skills among team members and tend to cause increased

commitment and productivity as a result of both peer pressure and the validity of the assessment source. Finally, team members will become more aware of performance standards and behaviour requirements because they are accountable for maintaining them. There are, however, a few drawbacks: team reviews are time consuming; it is sometimes difficult to distinguish between the contributions of the team and those of individual members; some members feel uncomfortable judging or evaluating other team members; and extensive training is required in order for team members to become competent in giving feedback and in functioning as coaches.

The rewards and recognition system that supports teams also has to be reinvented to move away from individualistic approaches and towards team-based models. Gain-sharing and profit-sharing plans are increasing in popularity because of research that has linked group incentive programs to improved business results. Other outcomes from a team-based incentive plan include: an increased emphasis on quality and cost reduction; more co-operative behaviour such as sharing skills and knowledge; and more responsive managers (Ross & Ross, 1991). It has also been found that these plans help to get employees to think like owners because many plans require solid knowledge of business fundamentals (White, 1991; Harrigan & Dalmia, 1991).

Gain sharing integrates communications, teamwork, goal orientation, improvement in quality and performance, employee involvement, and financial rewards into one system.
(Ross & Ross, 1991)

However, perhaps the greatest obstacle to implementing any team approach is that:

The team approach to performance management is the most difficult for individuals in the United States to accept. It goes strongly against our supervisor-driven, pay for performance, individual recognition culture.
(Lawler, 1994, p. 18)

The implications for learning in organizations of both traditional and emerging performance management systems would appear to be significant. In the next section, I will highlight a few potential areas as a prelude to my research.

1.6 Implications for Learning in Organizations

The potential for an organization's performance management system to influence learning is significant. Simply the enormity of scope and the degree to which it integrates and has an impact on organizational processes would indicate that there is tremendous potential for both positive and negative results.

At the level of individual learning, behaviour is directly influenced by the quality and the content of the feedback and review process as well as performance development discussions. Effectively linking rewards to performance outcomes can further influence behaviour. As well, a variety of role models are provided, such as coaches, mentors, managers, and superior performers, who reinforce the desired behaviours.

Team learning can be reinforced by an effective team-based approach to performance management that includes team-based reward systems. However, the potential negative consequences of imposing a traditional approach in a team situation are enormous. Instead of fostering collaboration, an individualistic system can create competition among team members that undermines team effectiveness and even its survival. On the other hand, team-based approaches can facilitate team learning by developing the dialogue, feedback and coaching skills that will enhance team and organizational effectiveness.

Performance management systems can also enable or hinder the organization's capacity to continually learn and reinvent itself. In part, this is a direct outcome from individual and team learning, but there are also other factors to consider. One of the most important is the degree to which the organization examines and renews itself - the way in which it learns, in whole and in part, from the external environment as well as its own successes and failures. It also includes the

extent to which the system supports and promotes innovation and continual improvement, as well as the acquisition and development of new skills and knowledge.

There are obviously many more examples of how performance management systems can influence learning at all three levels. This research study will use a qualitative design to examine the experience of organization members as it relates to learning and performance management.

Chapter 2: Research Methodology

2.1 Research Design

This chapter documents the approach taken in collecting and analyzing the data contained in this research project. A "grounded theory" methodology has been selected due to the need to accurately reflect the data versus prove a specific *priori* theory. This will also minimize any limitations or bias on the part of the researcher (Borg & Gall, 1989).

2.1.1 Researcher Bias

This researcher has extensive (twenty years) experience as both a non-management and management employee within large organizations. This includes significant exposure to and experience with performance management systems. However, all of these have been performance-driven, as compared to development-driven and/or team-oriented (see the next section for a description of these approaches). This research project will examine the experience of people in three organizations that each use a different approach.

It is possible that this personal experience will bias the collection and interpretation of the data. In particular, the potential exists to ask leading questions, and to mislead the reader by misrepresenting the data to support the researcher's point of view. There is less concern with regard to the risk of losing objectivity due to the fact the motivation for this research is curiosity rather than emotion. As for "hearing what I want to hear", all interviews are audio-taped and transcribed verbatim to ensure that the raw data is complete and accurate. Furthermore, the choice of a grounded theory research methodology should minimize these risks by allowing findings and observations to emerge from the data.

2.1.2 Selection of the Research Sites

The organizations chosen for this research project were selected based on their fit to the following criteria:

1. A significant number of employees, representing the full diversity of the organizations' population are based in the Toronto area;
2. The organizations have a minimum of three thousand employees and revenues in excess of \$500 Million;
3. All of the performance management systems have been in use for at least one full cycle; and,
4. Each organization uses a different approach to performance management - performance-driven integration, development-driven integration, and team-oriented.

The key differences in these approaches are:

Performance-Driven Integration: This approach emphasizes the "role of performance payment systems on changing organizational behaviour and tends to undervalue the part played by other human resource development activities" (Bevan & Thompson, 1991, p. 39). It focuses on the planning (goal alignment and objective setting), appraisal and rewards processes with secondary attention to employee development.

Development-Driven Integration: This approach stresses the importance of ensuring the appropriate human resource development (HRD) activities are in place to meet the long-term objectives of the organization and, furthermore, to ensure that business needs and HRD are co-ordinated. Performance pay may operate in these organizations but it is perceived to be complementary to HRD activities rather than driving it (Bevan & Thompson, 1991).

Team-Oriented: This describes both the organization's design, culture and processes including performance management. These organizations will also adopt either a performance-driven integration or development-driven integration approach. The main difference is in the implementation which emphasizes team goal-setting, development, feedback, and rewards, and requires a significantly different role of managers as facilitators.

The three organizations selected for this research study are all large, publicly traded corporations. They are de Havilland Inc., Northern Telecom Ltd., and Xerox Canada Ltd.

De Havilland Inc. is a fully-owned subsidiary of Montreal-based Bombardier Inc. and is located in North York, Ontario. The company designs and manufactures mid-size aircraft such as the popular *Dash 8*. It has an employee base of approximately four thousand with annual revenues in 1994 of \$700 Million. Its performance management system, referred to as the Performance Management Program or P.M.P., is a development-driven approach.

Northern Telecom Ltd. is based in Mississauga, Ontario with sales offices, research laboratories and manufacturing sites located world-wide. The company designs and manufactures telecommunications equipment. It recorded annual revenues of \$8,874 Million in fiscal 1994, and has an employee population of approximately sixty thousand, of which approximately twenty thousand are based in Canada. For this research project, employees were interviewed in the company's Bramalea, Etobicoke, Mississauga, and North York locations. The performance management system in use in Northern Telecom is a performance-driven model referred to as the Managing for Achievement or M.F.A. process.

Xerox Canada Ltd. assembles, sells and services office equipment to customers in all regions of the country. In the 1994 fiscal year, Xerox Canada recorded revenues of approximately \$1 Billion. It has an employee population of approximately 3800. Interviews were conducted with employees

in the company's Toronto, and North York locations. Although Xerox Canada also uses a performance-driven approach, the focus of this research will be its application in teams in the Toronto Customer Business Unit's service organization.

2.1.3 Negotiating Entry and Gaining Administrative Consent

Once the desired organizations were selected, potential sponsors were identified using the researcher's business network. In all cases, these individuals were in a position to grant permission to conduct my research. Administrative consent was provided verbally by all parties.

2.1.4 Selection of Research Participants

In each organization, there were two sets of research participants. The first were subject matter experts who had the knowledge and experience to provide in-depth explanations of the current performance management systems, as well as the future direction being planned for each organization. These individuals were identified by the sponsor. The number of subject matter experts varied due to the distribution of related knowledge and accountabilities within each organization. The number of interviews conducted per organization was:

de Havilland	1
Northern Telecom	2
Xerox Canada	6

In de Havilland and Northern Telecom, the second set of research participants were randomly selected from lists of employees who met the following criteria:

1. Located in the Greater Toronto Area;
2. Minimum two years service with the organization;
3. Mid-level manager or below (does not include Vice Presidents or above);

4. Minimum one full cycle experience as a recipient of the organization's performance management system (the focus is on the individual's personal experience at the receiving end of the process versus managing the process); and,
5. Interested and available to participate in one hour, one-on-one interviews during October and November, 1995.

To ensure sufficient numbers of participants were available for inclusion in the study, sixteen potential candidates were identified per organization from which eight were selected using an even-odd numbering system. The even numbered candidates were approached first, with vacancies filled from the odd numbers.

The Xerox Canada research participants shared this criteria ,with the exception of the fifth item. Due to workload pressure, the availability of individual team members was extremely restricted. As a result, the teams that participated were randomly selected, but were interviewed in a one hour focus group rather than one-on-one interview format. Due to the fact that this is a qualitative research study, which does not draw conclusions from a comparison of the findings for each organization, the difference in approach should not significantly impact the outcomes. The major difference is most likely to be the frequency count by data category which might be inflated by follower behaviour. For example, when a point is made, the researcher will ask how many people in the room have had a similar experience. In an interview format, the speaker reveals his or her own experiences without prompting from the interviewer.

The distribution of participants in the study is described in Chart 1: Research Participant Distribution on the following page. It is interesting to note that the low number of women interviewed in the study is fairly representative of the overall gender distribution in these organizations or, in the case of Xerox Canada, its service function. All are high technology companies in traditionally male-dominated fields and/or industries.

Chart 1: Research Participant Distribution

	<u>No. of Employees</u>	<u>Ave. Yrs Service</u>	<u>Male</u>	<u>Female</u>
<u>de Havilland Inc.</u>	8	11	7	1
Mid-Level Managers (Directors)	2	10	2	0
First Level Managers	3	10	2	1
Non-Managers	3	13	3	0
<u>Northern Telecom Ltd.</u>	8	12	4	4
Mid-Level Managers	1	16	1	0
First Level Managers	3	10	2	1
Non-Managers	4	12	1	3
<u>Xerox Canada Ltd.</u>	12	12	12	0
Mid-Level Managers	0	0	0	0
First Level Managers	0	0	0	0
Non-Managers	12	12	12	0

2.2 Data Collection

The data required for this project was collected from several information sources. The first step was to review the process background documentation which had been provided by the companies' sponsors. This was supplemented by semi-structured interviews with the subject matter experts who provided clarification of the documentation, as well as the rationale for the design and application of the current system. The following framework was used in the interviews:

1. Background Information and Rationale for Current System
2. Performance Planning (goal alignment and objective setting)
3. Performance Development
4. Performance Measurement (feedback and appraisal)
5. Rewards and Recognition
6. Future Plans

Semi-structured interviews were then conducted with the research participants in de Havilland and Northern Telecom, as well as a semi-structured focus group with the service teams in Xerox Canada. The framework for these interviews was:

1. Performance Planning (goal alignment and objective setting)
2. Performance Development
3. Performance Measurement (feedback and appraisal)
4. Rewards and Recognition

Semi-structured refers to an interview design which broadly frames the areas or topics to be discussed but leaves the specific questions open and flexible. This enables adaptation of the interviews and focus group to the specific experiences and responses of each interviewee and focus group participant. It also allows the interviewer to probe for further information and request examples that clarify the interviewees responses. As a result, the depth of the data collected is significantly greater than that possible with other methodologies. However, there is a significant disadvantage that must be stated due to its potential impact on this research.

This is the potential for subjectivity and bias which is most often created by the relationship between the respondent and the interviewer. This can include a desire on the respondents' part to please the interviewer, as well as antagonism that can arise due to personality conflicts between the

two parties. It can also result from the researcher seeking out answers that support his or her preconceived notions.

To minimize the likelihood of this occurring, the interviews and focus groups were structured to reduce the potential threat inherent in these situations. This included allotting a significant amount of time to making the respondent comfortable and to explaining the purpose and background of the research study. This was augmented by emphasizing the confidentiality of the names and responses of the participants, as well as using language that was specific to the performance management system in each organization. For example, the performance management system at de Havilland was referred to as the P.M.P. (Performance Management Program), at Northern Telecom as the M.F.A. (Managing for Achievement), and at Xerox Canada as COMIT (Communicate Objectives, Measure them, Inspect them, and do it all using Teamwork). Finally, asking for behaviourally specific examples, for each critical incident identified by the respondents, ensured that the responses were based on real versus fabricated experiences.

All of the interviews were audio-taped and transcribed. This allowed the interviewer to focus on the content of the interview versus note taking, and also reduced researcher bias by capturing all of the respondents' input. As well, it also creates an excellent source for reliability testing and auditing should this be deemed necessary. Participant discomfort, which is the main drawback of audio-taping, was reduced by carefully explaining the intent and advantages of tape recording the proceedings, requesting advance signed approval to tape the interview, and explaining the rigor being used to ensure confidentiality.

It is useful to note that the researcher has extensive experience in interview and focus group methodologies gained through her involvement in the recruiting process, needs analysis research in various large organizations, as well as through conducting behavioural event interviews for competency studies. Behavioural event interviews emphasize open-ended questioning that is void

of leading questions. An example of a behavioural event question is: "Can you recall a situation where you participated as a recipient of the P.M.P. process in your organization? Please describe what happened in terms of your personal experience?" A typical probe would be "can you give me a specific example that illustrates your last point? What exactly did you do?". These interview and focus group facilitation skills are augmented by the researcher's twenty years of experience working with people at all levels in organizations. This includes five years in external consulting roles which require strong interpersonal and communication skills.

2.3 Data Analysis

A "grounded theory" approach provided the foundation for analysis of the research data (Borg & Gall, 1991, p.386). Instead of identifying the potential types of learning enablers and inhibitors *a priori*, they were allowed to emerge from and, therefore, more accurately reflect the data. The methodology selected to achieve this objective was "thematic or content analysis" (Borg & Gall, 1991, p. 519). In this approach, the data is sorted by like characteristics until patterns form that become type categories.

The first step in the process was to analyze the data provided by company documents and the organizations' subject matter experts. The data was sorted by organization and carefully searched to identify background information, such as performance management philosophy, the target audience, the components of the system, as well as future plans to enhance its effectiveness. The raw data was highlighted in the documents using a color-coding system that assigned a different color to each data type. The results of this analysis are contained in Chapter 3 of this document.

Using the same coding process, each transcribed respondent interview and focus group was analyzed and data identified as:

1. Individual learning enablers

2. Team learning enablers
3. Organizational learning enablers
4. Individual learning inhibitors
5. Team learning inhibitors
6. Organizational learning inhibitors

Once this was complete, the data were then sorted a second time to group similar data into categories of like characteristics. The outcome of this analysis was the identification of nine learning enablers and, coincidentally, nine learning inhibitors.

Chart 2: Categories of Learning Enablers and Inhibitors

Learning Enablers	Learning Inhibitors
<ul style="list-style-type: none"> • Coaching = providing assistance and guidance to team members • Communication and Feedback = providing others with specific, actionable information and suggestions for improvement • Dialogue = open exchange and exploration of ideas by two or more parties • Personal Motivation = taking initiative or a demonstrating curiosity or interest • Positive Role Models = demonstrates exemplary behaviours • Critical Reflection = thoughtful analysis of events or other information • Skills and Knowledge = what a person knows and is able to do • Systemic Enablers = characteristics of the system or supporting processes that promote and support desired behaviour and outcomes • Trust = firm belief in the honesty and reliability of another person or entity 	<ul style="list-style-type: none"> • Ineffective Coaching = a deficiency of quantity and/or quality of assistance and guidance • Ineffective Communication and Feedback = a deficiency of quantity and/or quality of information shared and suggestions/ observations made to others • Lack of Dialogue = insufficient or one-way communication between two or more parties • Mental Models = underlying beliefs and assumptions that affect one's behaviour • Mistrust = suspicion of another party • Negative Role Models = demonstrates undesirable behaviours • Lack of Motivation = disinterest or lack of desire • Skills and Knowledge Gaps = lack of knowledge and ability • Systemic Barriers = characteristics of the system or supporting processes that interfere with or block desired behaviours or outcomes

To assist the reader in interpreting the data, the results are presented in two formats, within a framework that consists of learning enablers and inhibitors by organization. The first organizes the raw data, which have been paraphrased to capture the context of the respondents' comments, by performance management phase and by learning enabler or inhibitor category. The second provides a frequency count of the number of responses per category by learning type and process phase. An explanation of the research findings follows each data set.

Finally, a comparison is drawn between the findings for each organization in order to identify opportunities for further research.

Chapter 3: Descriptions of the Performance Management System in the Three Research Sites

This chapter will provide an explanation of the Performance management systems currently in use in each of the three organizations - de Havilland, Northern Telecom Ltd., and Xerox Canada Ltd. As stated previously, each company takes a somewhat different approach to the performance management process. De Havilland has a developmental focus while Northern Telecom and Xerox Canada are performance-driven with the latter applying it in a team-based environment.

The first three sections of this chapter will describe, in detail, the system in use in each organization followed by a comparison of the three approaches.

3.1 De Havilland Inc.

The performance management system currently being used in de Havilland is referred to as the Performance Management Program (PMP). This development-driven system was developed by the organization's parent company, Bombardier Inc., in December 1993, and introduced to de Havilland in February 1994. Prior to this, de Havilland had been using the Boeing performance management system which was a results-driven approach, similar to the Northern Telecom model described in section 3.2. This shift reflects the company's belief that improving the capabilities of people, and the organization itself, is the most effective way to achieve the desired business results, as well as continual improvement of performance at all levels.

3.1.1 Performance Management Philosophy

De Havilland's Performance Management Program, the PMP, strongly emphasizes the need to *grow the business by growing the people*. This is best illustrated by an excerpt from a 1986 speech given by a past president of Bombardier Inc. in October 1986:

...the quality of a company is the reflection of the quality of its personnel (...) and a company is only as good as the people who make it up and manage it.

(Bombardier Inc., 1993A, p. 2)

As such, the PMP focuses on the development of individual and team capabilities to improve their performance, as well as that of the company as a whole (Bombardier Inc., 1993A). This is an extension of their stated commitment to "establish policies, systems, and practices which support and enhance the growth of our people, their development and potential" (Bombardier Inc., 1993A, p. 3). It is, however, important to note that the rationale for this approach is to improve the bottom-line performance of the organization.

The company's PMP User's Manual (1993A, p. 8) describes the program as "a strategic management process enabling us to bridge the gap from 'what we are' to 'what we want to be' (i.e. our management philosophy) and from 'where we are' to 'where we want to be' (i.e. our strategic plan)". As such it has seven main purposes which are as follows (1993A, p. 9):

- support our management philosophy and contribute to the business plan achievement;
- emphasize personal development;
- improve communication;
- develop leadership;
- foster teamwork;
- facilitate succession planning; and,
- improve our organization's effectiveness and bottom-line performance.

Underlying these purposes are four principles that drive the PMP's design. These are: concern for the customer; results and behaviour orientation; flexibility; and, personal development (Bombardier Inc., 1993A). "Concern for the customer" stresses the need to focus on both internal and external end-users, as well as the link to total quality management and continuous improvement initiatives. The PMP also emphasizes both "hard" results and, importantly, behaviours or "how the work gets

done". De Havilland is very explicit on the behaviours expected of employees which are driven by the organization's values. These behaviours are commitment, entrepreneurship, innovation, judgment, leadership, perseverance, professionalism, rigor/self-discipline, and teamwork (Bombardier Inc., 1993A, p. 10). Flexibility refers to the fact that although the PMP process is expected to be followed with a rigorous approach, the actual application is left to the discretion of the individual employee and his or her immediate manager. Finally, the principle of "personal development" emphasizes that the design and implementation of development plans is a core concept of the PMP, as reflected by the following excerpt from the same 1986 speech mentioned previously:

...the growth of the company is closely linked to the development of the people that comprise and manage it. (Bombardier Inc., 1993A, p. 11)

This developmental focus is a significant shift from the company's previous approach to performance management which was based on "management by objectives", a highly performance-driven model that was first introduced to organizations in the early 1960's (Odiome, 1965). Odiome (1965, p.39) describes management by objectives (MBO) as a system that integrates the company's goals of profit and growth with the manager's needs to contribute. It is a system that is based on the philosophy that all the components of a system must work in harmony for proper operation to occur. It emphasizes the achievement of results through the alignment of objectives from the top of the organization to the lowest level of management. This is supported by the rigorous implementation of a performance review and feedback process that ultimately links an individual's compensation to his or her results. Although Odiome clearly states that the system is non-punitive and that "mistakes" are the basis for developing individuals, a wide-spread criticism of the approach is that it is, indeed, inflexible, non-developmental, and punitive.

This is a significant change for de Havilland and its employees. Of particular interest, is the degree to which the organization has indeed shifted to a developmental focus versus the extent to which

MBO continues to be practiced. Indeed, although the PMP documentation clearly states that its primary purpose is development, there is a great deal of emphasis on the performance elements of the process such as role clarification, objective setting and performance appraisal.

Another aspect of the PMP worth examining, is the degree to which it addresses team development and performance. The *"PMP User's Manual"* (Bombardier Inc., 1993A) clearly refers to this as a part of the performance management philosophy yet, there is little evidence that indicates how this is achieved. In fact, the tone of all of the manuals is distinctly individualistic. For example, in the manual titled *"Establishing Your Objectives"* (Bombardier Inc., 1993C, p. 9), it states "at this step, you meet your supervisor to reach consensus on your annual objectives".

Also of interest is the fact that, although it is not explicitly stated, the PMP appears to be an employee-driven process. Managers are positioned in a coaching and monitoring role to assist the employee in developing effective plans, as well as provide feedback through the appraisal process. The potential difficulty with this approach is the skill level of the managers in fulfilling this role. It is possible that an employee's experience with the PMP will vary significantly in terms of effectiveness (and developmental focus) depending on the capabilities of his or her manager.

3.1.2 Target Population

The PMP is targeted at management and professional employees, and excludes non-professionals and union members. Although "teams" are mentioned at several points in the documentation, there are no guidelines for applying the process to teams anywhere in the PMP User's Manual (Bombardier, 1993A).

The target population was introduced to the PMP in January and February of 1995 when approximately 95% of them attended an initial orientation training program. The timing of the training was selected so as to precede the first stage of the PMP process, role clarification. The

training sessions varied in length from two hours to two days depending on the availability of the participants. There was also a one-day refresher training session provided mid-year which was attended by twenty percent of the target population. A further one-day session, which was intended to focus on performance feedback and appraisal, was originally going to be offered at year end but has been deferred indefinitely. This is due to extremely high work demands currently expected of members of the target population.

3.1.3 Components of the Performance Management System

De Havilland's Performance Management Program has four phases. To facilitate a comparison of the specific approaches taken by each organization, these phases are mapped into a generic framework. As such, phase one, role clarification, and phase two, establishing objectives, are outlined under performance planning; phase three, performance appraisal is captured in performance measurement; and, phase four, personal development plan, in performance development. The relationship between the PMP and the company's rewards and recognition programs is also examined.

Performance Planning

The first phase of the PMP, role clarification, is intended to align an individual's objectives with the goals and strategic plan of the organization, as well as the clearly defined needs of his or her internal and external customers. This is designed to create a clear understanding of what the individual is expected to achieve and how he or she is expected to achieve it (Bombardier, 1993B).

Once the individual has clarified his or her role, the next step is to develop objectives and action plans for the coming year in support of this defined role. The guidelines for this phase stress that objectives should "focus on the high priority, high added value, high improvement potential objectives, and that the primary aim is personal and organizational development" (Bombardier,

1993C, p. 3). It is unclear, however, how the focus on "personal and organizational development" is to be achieved. The guidelines provide specific step-by-step instructions on performance-based objective setting but fail to mention this development focus. They do, however, stress the need to build in behavioural criteria into the objectives - the "hows" of accomplishing objectives, but even this has a results or performance focus rather than a developmental one.

Performance Development

Although personal development plans in the PMP are positioned as phase four of the process, there is reference made to reviewing these during objective setting discussions with the individual's manager. As a result, it is worth examining the approach at this stage in the overall process.

The Personal Development Plan (PDP) is a management-driven process that is clearly linked to performance. Managers are expected to diagnose the employee's career stage using a four phase model, and to identify the source of the individual's performance problems in order to develop a PDP.

The explanation of the four career stages provides suggestions for how managers should develop employees. For example, phase one is called the "identifying phase" and refers to an individual's first few years of employment when they are learning about the organization and its people. The suggestion for managers is to help the employee to identify their career interests and potential, as well as provide a variety of assignments and regular, specific feedback (Bombardier, 1993E, p. 4).

In addition, the document outlines development strategies for performance improvement that provide tactics to address potential problem areas. These include a lack of understanding of the role and/or the results expected; a lack of aptitude for the job to be performed; incompatibility of the individual's personality with job requirements; a lack of technical skills or knowledge; and/or, a lack of experience (Bombardier, 1993E). The recommended tactics are positioned in the context of

understanding how people learn. The documentation explains that learning will not occur without the individual perceiving the need to acquire new skills or knowledge, or believing that he or she can learn the new requirements.

Performance Measurement

This phase is referred to as "performance appraisal" and is described as the process of providing ongoing feedback and coaching to employees, as well as evaluating overall performance at year end. Specific minimum requirements are defined which include a mid-year review intended to:

- review and discuss progress on each objective;
- review the conditions that may have an impact on the objectives and develop plans to overcome problems or obstacles;
- discuss the possibility of adding, eliminating or modifying some objectives;
- note any "special" objectives that were assigned after consensus was reached on the original PMP objectives; and,
- review and discuss the employee's behaviours without rating them (Bombardier, 1993D).

As with the PDP, the performance appraisal phase emphasizes the role of the manager in driving the process. At year end, the manager is expected to evaluate both the employee's performance against objectives, and his or her behaviours against a defined set of criteria which is the same for all employees at all levels in all jobs. Performance is rated using "sound judgment" and a five point scale which ranges from "inadequate" to "outstanding". Behaviours are rated using "sound judgment" and a three point scale - "needs development", "satisfactory", or "superior". The combination of these two ratings determines the employees overall performance rating. Once again, this is a judgment call. Instructions are not provided on how to determine this overall rating.

This phase is very performance-oriented with the exception of a reference to the need to use the appraisal process to determine what factors have influenced the individual's performance. The explanation given is that performance can be explained by a combination of role perception, skills, motivation, and organizational support systems, as well as other disrupting factors such as personal trauma (Bombardier, 1993D). However, it is clearly implied that the key focus of this phase of the PMP is on performance in terms of results. The interview with the subject matter expert supported this. When asked how the development focus links to the appraisal process the explanation given was:

...although it is not stated as such, the underlying message is clear. If they don't improve and address their personal change requirements, they will be out of a job.

Rewards and Recognition

De Havilland's PMP is not linked directly to the compensation system. The rationale provided by the subject matter expert is that the organization believes that providing people with an opportunity to learn and grow is much more effective than pay as a motivator for performance. This is consistent with the expressed developmental focus of the PMP. In fact, there is no direct link to rewards or recognition programs beyond the opportunity to develop and build one's employability, thereby making oneself a candidate for advancement within and outside the organization.

Linkages to Individual, Team and Organizational Learning

The underlying philosophy of the PMP emphasizes the link between the capabilities of the individual and their performance, and that of teams and the organization as a whole. However, this philosophy fails to be translated into a clear, development-driven process model.

The strongest linkages occur in the guidelines for conducting the year end performance appraisal which, as previously stated, suggests that the manager assesses the reasons for the employee's performance against a list of potential influencing factors which are grounded in the context of

learning. In this respect, the retrospective and reflective look at the individual, combined with continual feedback and coaching, provides fodder for a development planning discussion to occur at the same time, or at a mutually agreed date in the new year. The focus of both elements of the PMP is on changing behaviours, knowledge, skills and attitudes so as to improve performance. Although the PDP focuses on developing the capabilities of the individual, it has a strong bias towards management responsibility versus employee ownership of personal learning and growth. It is difficult to understand how true learning will occur without the full commitment and ownership of the employee.

It is unclear how the PMP in any way fosters or supports team or organizational learning. There is no reference to the use of the process in a team context beyond philosophical statements of intent. As for organizational learning, there is no apparent feedback loop to assess the organization's capabilities and effectiveness nor to share best practices or lessons learned. In addition, there also is no apparent feedback loop from de Havilland to the process owners and designers at Bombardier Inc. As a result, lessons learned and best practices that could improve the effectiveness of the system are not being shared.

The interviews with research participants at de Havilland will examine these issues, as well as how the PMP has enabled or inhibited individual, team and organizational learning.

3.1.4 Future Directions

The recent introduction of the PMP at de Havilland has resulted in no plans for major changes to the approach at this time. The company's current experience with the new process will provide some opportunities for improvement, but these are expected to be minor modifications.

The subject matter expert believes that the basic foundation of the process is sound but that the following changes are required:

- an increased capability on the part of managers to develop PDP's that engage a number of development activities beyond the training courses that currently dominate most plans. This requires increased knowledge and skills on the part of managers in the organization;
- an increased focus on fostering employee ownership of their personal development. Initiatives such as 360 Feedback assessments for all managers will help raise awareness of individual strengths and areas for development which should pave the way for increased personal ownership. There are currently no plans to make this available to individuals at lower levels in the organization or to teams;
- a decreased emphasis on the application of the four career stages in the PDP. This model is highly subjective and has the potential to inaccurately "label" employees, if applied ineffectively. The subject matter expert believes that the company's managers are not ready to apply this tool at this time, and that the model is in fact flawed in its linear rather than cyclical design; and,
- in general, there is a need to provide more support both from senior management and from the Organization Development (OD) department to facilitate the effective application of the PMP in the company. This will be achieved by adding staff to the OD function and by finding opportunities to increase the involvement of senior managers in the process.

These changes are anticipated to occur in 1996, although the strategy for making this happen is unclear at this time. A formal review of the effectiveness of the current process and its impact on learning in the organization has not been planned.

3.2 Northern Telecom Ltd.

Northern Telecom Ltd.'s Managing for Achievement (MFA) process is a performance-driven approach that evolved from the 1970's "Management by Objectives" (MBO) model. It was formally introduced to the organization in the early 1980's with a strong emphasis on identifying measurable objectives that were monitored throughout the year with a final performance appraisal

and rating at the end of the year. This rating determined the salary increase that each individual received.

In the intervening years, the MFA process underwent several changes, with the most significant being in the late 1980's. At this time, the company's vision was clearly stated on the front of the MFA forms with the intent of focusing individual objectives. This was further supported by a three part objective setting model which mandated that employees identify goals for "strengthening the business, operating, and developing people". In addition, a section on development planning and career planning was added to the documents. This required that managers assess the strengths and weaknesses of their employees and design a development plan that addressed any performance gaps. Career plans were restricted to a discussion of an employee's career interests, their willingness to relocate, and the manager's rating of their potential and readiness for promotion or other career moves. The intent of the development and career planning sections of the document were to encourage dialogue between the manager and the employee beyond the traditional performance discussions. To ensure that each employee was fairly appraised, the company also introduced an annual Group Performance Review which required that the management team in each business unit and function review the performance and ratings of every employee. This was eventually dropped, in 1992, after feedback that the meetings took too much time and failed to add value to the individual manager's assessment.

In the early 1990's, when the company first started to experience a down turn in performance, the amount of money available for merit pay was substantially reduced. The response was to provide additional sources of rewards and recognition for exceptional performers. This included the introduction of the company's "Excellence!" awards program which provided a significant monetary and non-monetary recognition package to employees who made an exceptional contribution to the organization. In addition, lower level reward programs were also made available for managers to use at their discretion within their departments.

The "Development Plan Review" process was also introduced as a vehicle for the management team, as a whole, to ensure that each employee had an effective development plan that was supported by the manager and the organization. As well, it provided a means of assessing employee potential and identifying a pool of candidates for succession planning purposes. This was discontinued in 1994, again due to feedback that it was too time consuming and provided little value to the organization.

More recently, there has been a shift in the approach to the development planning process with an increased emphasis on the growth and acquisition of generic competencies. Leadership competencies were introduced that described the generic behaviours expected of every employee in the organization. In 1995, this was further developed so that the behaviours in each competency are grouped in a four-tier system that shows the progression expected throughout an employee's career. A five point descriptive scale is included as part of the MFA form for the manager and employee to identify developmental opportunities. "Development Maps" that provide suggestions on courses, self-study programs and on-the-job activities were also made available to assist in creating developmental action plans.

There are, however, several problems with the MFA process. Employees have provided feedback that it is too static, and consequences and rewards are not linked to the process. "Static" refers to the fact that the application of the process fails to accommodate rapidly changing objectives and priorities throughout the year. It also fails to deal with people working in matrix situations with a number of bosses, and in situations where the boss or the employee changes jobs during the year. Theoretically, all of these issues are addressed in the process design, however, the difficulty of implementing the process in a timely manner creates a barrier to its effective application in the organization. The only issue not addressed by the process design, is the belief of employees that the system is a "forced distribution" model with the manager making the decision of which one or

two employees in his or her organization is going to get the top rating. This creates a credibility issue for the MFA process that has not yet been addressed.

Currently, the MFA process focuses on individuals versus teams. It is a management-owned and driven process with the employee in the subordinate role. In addition, although the focus on development has increased significantly, it continues to be primarily a performance appraisal process. It is estimated that approximately 75% of managers use the MFA process and 15 to 20% use it effectively.

3.2.1 Performance Management Philosophy

The underlying philosophy of Northern Telecom Ltd.'s Managing for Achievement process is the need to "integrate employee performance, development and rewards with the company's (Northern Telecom's) vision and values and the business plans of individual functions, departments and work groups" (Northern Telecom Ltd., 1992, p. 2). This integration is achieved by paralleling the MFA process with the organization's business planning and operating cycles, so that individual and team objectives are derived from the business plans and budgets. This links the individual directly to plans focused on achieving the organization's vision and long term goals.

This "goal alignment" approach is achieved by cascading objectives from the top to the lowest levels in the organization. The cascade process requires that manager's share their personal, departmental, and organizational objectives with each of their employees, and ensure that individual objectives and development plans are aligned.

A further component of the alignment process is the tie to behaviours that is achieved by placing a strong emphasis on the company's seven core values (Northern Telecom Ltd., 1995A, p. 1):

- Customers - *We create superior value for our customers*
- Shareholder Value - *We work to provide shareholder value*

- People - *Our people are our strength*
- Teamwork - *We share one vision/we are one team*
- Excellence - *We have only one standard - excellence*
- Commitment - *We fulfill our commitments and act with integrity*
- Innovation - *We embrace change and reward innovation*

These are positioned in "A Guide to the MFA Process" which states:

...at the beginning of each year, every manager will discuss with all department employees reporting to them the significance and importance of each Core Value as it pertains to their job. Consideration should then be given to translating the Core Values into work plans, actions and behaviours for the coming year.

(Northern Telecom Ltd., 1992, p. 3).

To accomplish this performance and behavioural goal alignment, the company has given the primary accountability for its effective implementation to managers. Their role is defined as:

(Northern Telecom Ltd., 1992, p. 7):

- Achieving results while modeling, reinforcing Core Value behaviours;
- Communicating clear objectives - reinforcing Excellence!;
- Setting challenging, yet achievable performance standards;
- Continually developing their personal management skills;
- Providing coaching, counseling and career development; and,
- Providing ongoing feedback.

The role of employees is to achieve performance objectives and participate in the MFA process.

The organization believes that the MFA process will result in effective implementation of its strategies and plans. This will be achieved through this alignment strategy, and by providing a

vehicle to improve communication and feedback, as well as recognize and reward the contribution of employees to the organization's success.

3.2.2 Target Population

The Managing for Achievement process is designed for use by all non-unionized employees in Northern Telecom Ltd. world-wide. It is intended for managers to apply with their individual employees, and has not yet been adapted for application in teams. The interviewees in this research project included employees from all designated population groups up to and including the Director level. All of the interviews were conducted with employees working in the Greater Toronto Area.

3.2.3 Components of the Performance Management System

The MFA process consists of three main components. These are establishing objectives and development plans which occurs in January and February of each year; periodic reviews which are ongoing throughout the year; and an annual summary which appraises each employee's performance at year-end. Performance ratings that result from the year-end appraisal are linked directly to compensation through the company's merit-based pay system. For the purpose of clarity, the objective setting process will be described in the performance planning section, and development planning in the performance development section.

Performance Planning

At the beginning of each year, the manager is expected to sit down with his or her employee and jointly develop objectives that are aligned to the business units goals and the company's business and operating plans. Managers are instructed to ensure that the objectives include both what needs to be accomplished, as well as how it should be achieved. This discussion would also focus on the core values and how they should be integrated into the objectives.

Objectives are classified into three categories (Northern Telecom Ltd., 1992, p. 10):

- **Operating:** Tangible, measurable and challenging objectives that connect directly to the implementation of the operating plan, budget and departmental plans.
- **People Development:** Tangible, measurable and challenging objectives which enhance the capabilities, skills, and future contributions of the individual.
- **Strengthening the Business:** Tangible, measurable and challenging objectives which will position the business for greater competitive and operational strength in the future.

The importance of gaining input from key stakeholders during this process is identified as critical to using it effectively in Northern Telecom's matrix structure. The guidelines fall short of recommending full sign-off by the stakeholders, or even the sharing of objectives.

Throughout the documentation on the objective setting process, there is reference to applying the process to teams, however, specific guidelines and tools are not provided. For example, the role of the manager would need to change from a control model to a coaching model, and the "people development" objectives adapted to team development versus solely individual development. The form itself is less of an issue than the supporting documentation and tools.

Performance Development

The development planning process is the component of the MFA which has received the greatest attention in recent years. It has shifted from a very ad-hoc, "take your best guess" and subjective approach to one that uses clearly defined behaviours and tools. The competency definitions, which include attributes, skills and knowledge, are provided in four tiers that have been mapped to levels in the organization.

There are twenty-two competencies in the company's generic library. Employees work with their managers to identify the seven or eight that most apply to their roles and situation. These then are

used to identify the individual's strengths and areas for development primarily through self-assessment and/or managerial input. Assessment tools such as 360° feedback instruments and peer reviews have not been introduced at this time. Any development areas are then actioned using the company's "Development Map" to identify specific learning activities targeted at each competency area (Northern Telecom Ltd., 1995B).

Performance Measurement

Performance appraisal is the primary focus of the MFA process. Periodic reviews are expected to be conducted throughout the year to ensure that there are "no surprises" at year-end in terms of performance and development. This is achieved through the ongoing dialogue and feedback that the periodic review stimulates. These reviews are expected to occur at least three times during the year, and are the responsibility of both the manager and the employee to schedule.

The annual performance appraisal is a management-driven process. At the end of the year, the manager prepares a summary of the employee's performance relative to the requirements of the position. This summary includes information on the level of Core Values demonstrated; performance on key responsibilities; progress on objectives; performance on team objectives; and, progress on development plans. This appraisal should address both what was accomplished and how the work was done. To assist the manager in making a fair assessment of the employee's performance, he/she should solicit input from the employee's peers and team members; other internal parties within whom he/she interacts on a regular basis; external customers and suppliers; and the manager's boss. Finally, the manager is expected to comment on the degree of challenge the employee encountered during the year from sources such as the level of difficulty of the objectives, and the impact of external factors (Northern Telecom Ltd., 1992).

The annual summary should also reflect the performance rating given by the manager. Northern Telecom uses a five point descriptive scale that ranges from "not enough information" to

"exceeded". This is a very subjective process with the potential for a wide range of interpretations. As stated in the "Guide to the MFA Process", "managers should apply judgment in applying the guidelines and in a selection of a rating" (Northern Telecom Ltd., 1992, p.6).

Once the summary has been completed, the manager then sits down with his or her employee and discusses the content, as well as the employee's career interest. The guidelines are not clear as to how much say the employee has in the appraisal process. It appears that the process is very one-way with little opportunity for the employee to influence the outcome.

Rewards and Recognition

Northern Telecom uses a merit-based system that links performance to compensation. A formula is applied that uses the current pay level of the employee relative to the salary range for his or her role, plus his or her performance rating, to assign a percentage increase. Unfortunately, in recent years, the amount of money available to compensate employees has been minimal. This has resulted in little or no differentiation between employees regardless of their performance rating. As a result, the goal of merit-based pay, which is to differentiate pay based on performance, is not being achieved. This is less of an issue at the senior management level as they are also eligible to receive a bonus which is based on overall company performance plus their performance rating. The amount of the bonus increases according to the level of the manager.

However, all employees are eligible for the company's special recognition awards which recognize employees who have made an outstanding contribution to the organization in any of the Core Values. These awards fall into three categories: the Chairman's Awards of Excellence which recognize the top seven individuals or teams in the company world-wide; the President's Awards of Excellence which are awarded to the top performers in each business unit; and the Awards of Merit which are awarded at the discretion of the business unit head. In all cases, employees are

nominated for these awards usually by their manager or the management team. They are not directly linked to the MFA process but are part of the overall recognition strategy.

Linkages to Individual, Team and Organizational Learning

The MFA process is a very hierarchical, management-driven process. This suggests that there could be a wide variance in the effectiveness of its implementation in the organization due to its reliance on the skill level and commitment of each manager. Given that the majority of employees work in a matrix structure and, therefore, work with more than one manager, this risk is quite significant.

It is possible, but unlikely, that all of the managers at Northern Telecom are competent and committed people managers, thereby making it possible for effective individual learning to occur. Given this assumption is correct, managers would be working with their employees on an ongoing basis to ensure that performance expectations were understood; the employee had the skills and resources they needed to be effective; he or she received coaching when required; and the employee got continual feedback on his or her performance and development progress. The manager would be using his or her well developed dialogue and feedback skills to encourage learning. On the other hand, if the reverse is true and many managers lack the skills, knowledge and commitment to manage people and the MFA process effectively, they could have a negative impact on learning. Specifically, the manager might choose not to clarify expectations, provide coaching or feedback, and perhaps even avoid discussing performance issues. In this case, little if any learning is likely to result from the process beyond that which is absorbed from observing role models and from exposure to systemic factors.

A potential strength is the development planning process which has the potential of providing significant learning for individuals. The self-assessment, managerial input and development action

planning activities encourage reflection, dialogue, feedback and personal ownership of employees' growth and development.

However, it is unclear how team and organizational learning is fostered by the MFA process. It is a very individualistic approach which is not designed to support high performance teams. Processes that reinforce the sharing of objectives, lessons learned and best practices are not built into the system, nor is any feedback or reflection on the effectiveness of either teams or the organization.

The interviews with the research participants should provide clarification on these observations. It is possible that a greater degree of learning is occurring than is immediately apparent from the documentation of the process and the input received by the company's subject matter experts.

3.2.4 Future Directions

Several major changes to the MFA process are planned for 1996-7. Perhaps the most significant shift is the move to reposition the MFA process as an employee-owned and driven process. To achieve this, an increased emphasis will be placed on development and performance feedback, which will be supported by new tools, guidelines and communications.

The tools will include a 360° feedback instrument and Decision Dynamics Corporation's Career Concept Questionnaire. The former collects input on the individual's leadership capabilities from multiple sources including peers, direct reports, managers, customer and self. This can then be used by the employee to identify his or her strengths and weaknesses so that targeted action plans can be created. This combines reflection and feedback to augment individual learning. The Career Concepts Questionnaire is a thirty-eight question survey that employees will use to assess their motivation and capabilities. The results are then analyzed to determine which of four career stages best reflects the employee's current status. This self-assessment process also encourages reflection

and, thereby, facilitates learning. Furthermore, the addition of a "personal log" to the MFA Form will encourage employees to journal their achievements and learnings throughout the year.

There is an expectation that this will meet with a lot of resistance from a large group of managers who are comfortable with the old model. In anticipation of this response, anecdotal evidence and dialogue are being used to educate and engage senior managers. The belief exists that this will help to eventually shift the mindset of the organization, but that it is going to take time to make the change happen.

Other enhancements include developing an employee database of development plans to help drive training and job placement processes. This is consistent with current efforts to make the guidelines, forms, and tools easily accessible to all employees via a web-site on the Internet. As well, variable pay is planned for introduction in 1997. The specific programs have not been identified but the commitment to proceed has been made. This will provide greater opportunity to reward and recognize performance. Finally, the organization is committed to adapt the process and the tools to assist in the performance management and development of teams. Once again, specific plans and initiatives have not been identified at this time. This exercise will most likely occur during 1996 for implementation in 1997.

The primary driver for these changes is that internal analysis of the effectiveness of the MFA process has revealed that the current process is not working in the matrix structure. It is a time consuming, static process that fails to encourage personal growth and development, and instead reinforces an autocratic and competitive model of behaviour that interferes with organizational effectiveness.

Northern Telecom has made a significant commitment to renew and enhance the current MFA process. The planned changes that have been identified are probably only a fraction of what will

occur in the next two years, especially as the company addresses the needs for an effective team approach. As stated by the subject matter expert, the greatest challenge will be changing the mindset and unloading old baggage left behind by the previous process. Finally, the potential positive impact on opportunities for individual learning appears to be significant, but the implications for team and organizational learning remain undefined.

3.3 Xerox Canada Ltd.

Xerox Canada's current performance management system is referred to as "COMIT" which is an acronym for "Communicate Objectives, Measure them, Inspect them, and do it all using Teamwork". COMIT is a performance-driven system that is in the process of increasing the emphasis on employee development. There is, however, no intention to reduce the current focus on results. Although COMIT was historically an individualistic approach, in early 1995, it was adapted to empowered teams in the sales and service areas of the Toronto Customer Business Unit (CBU). The application of the COMIT process in the service teams will be the focus of this research.

The transition to high performance teams in the Toronto CBU began in August of 1994, as a key element in the company's strategy to deepen its relationships with its customers. This was reinforced by Xerox Canada's vision to be an empowered and high performing organization, as well as the company's well developed quality focus. One of the obvious outcomes of this change was a major delayering of managers in the organization. The Toronto CBU was one of the areas most affected, due to the size of its employee base and subsequent large managerial spans of control. As a result, it has been one of the leaders in transitioning to high performance teams, and implementing COMIT, and its supporting processes such as peer reviews and gain sharing, in a team-based work environment.

From August to December 1994, all employees in the service and finance and administration organizations of the CBU attended a four day training program which focused on working effectively in high performance teams. In addition, the managers remaining in the new structure were provided with training on their new role as facilitators and coaches in a high performance team environment. These managers were also assigned into one of two roles as either Service Partners, or Organizational Effectiveness Managers (OEM's). Internally, managers in both of these roles are referred to as coaches. The service coach is responsible for first documenting and improving the service processes, and then helping the teams with implementation and ongoing fine tuning. The OEM's are responsible for the training, and ongoing support and development of the empowered teams. The restructuring was officially completed as of December 31, 1994 with the new teams in place January 1, 1995. To understand the enormity of this cultural shift on people in the organization, it is worthwhile briefly reviewing the history of performance management systems at Xerox.

From 1970 to 1982, the process was primarily focused on performance appraisal with a five point rating scale and a limited developmental component. The latter focused on the preparation of development plans by the employee and his or her manager. At this stage, development information was not linked to succession planning or other related processes. Rewards and recognition were provided by merit-based pay with increases in the range of twenty percent for the top performers.

In 1982, the recession hit in Canada causing the merit pay allotment to be reduced to an average of two percent for all employees. In order to differentiate and reward the top performers, a forced distribution of the workforce was introduced so that only the top twenty percent of employees received a salary increase. Both the forced distribution approach, and the loss of merit increases for the majority of the population, resulted in a "huge loss of credibility" for the entire system.

The year 1983 coincided with the beginning of the quality movement at Xerox. At this time, a problem solving group was formed to deal with the difficulties surrounding the performance appraisal process and, specifically, to focus on integrating quality and the line manager's role in Human Resource Management (HRM) into the process. The result was a significantly altered approach that focused on how the work was performed as well as what was done; introduced an assessment of organization-wide "characteristics", such as quality, decision-making, risk-taking etc.; emphasized quality improvement plans and the organization's top five HRM priorities, such as recruiting and selection, employment equity and performance management; and created a two-point rating scale of "performance requires improvement" and "exceptional performance" with an implied third element of acceptable performance. Development planning was not included in the new process. There was a major employee backlash against the two-point scale, especially from people who were previously rated as a "4" on the old "5" point scale and were now unrated. It also resulted in a major change to the compensation system which shifted to broader guidelines and more managerial discretion.

The next major change occurred in 1986 and 1987 with an increased focus on customer satisfaction in the objectives; the removal of the performance rating scale; and the introduction of the Japanese model of "policy deployment" or top-down goal alignment. The emphasis on "policy deployment" was increased in 1988 and 1989 with the performance management forms being revised to support the company's new business planning model, which ensured that goals and targets were aligned at all levels in the organization. The forms themselves were revised to integrate the outputs from the planning process (the current business planning model is contained in Appendix D). These included the company's vision and top five strategic priorities, and departmental and individual objectives in support of these goals.

In 1992 and 1993, there was an increased emphasis on the Xerox 2000 vision which resulted in "cultural dimensions" and "leadership attributes" being introduced to the performance management

system. These eight cultural dimensions (Xerox Canada Ltd., 1995A) replaced the old "characteristics" and currently remain as:

1. Market-Oriented;
2. Action-Oriented;
3. Absolute Results Directed;
4. Line Driven;
5. Team-Oriented;
6. Empowered People;
7. Open and Honest Communication; and,
8. Organization Reflection and Learning.

In 1994 and early 1995, development planning started to be linked to the performance management process. Previously, development had been a separate process reserved for managers. In this process, known as the Management Development Process, each manager was assessed, on an annual basis, against a set of non-performance criteria. This was followed by a validation session with senior management out of which a succession-planning list and development action plans were created. The cultural dimensions provided the basis for the assessment using a descriptive scale that included labels such as "role model, competent, and needs development" (Xerox Canada Ltd., 1995A). This was added to the COMIT document with the instruction to pick one or two areas to improve and around which to build objectives. Merit-based pay continues to be used, but experimentation is occurring with new variable pay approaches such as gain-sharing in service teams.

With the introduction of high performance teams in the Toronto CBU in 1995, several unique challenges were created for the COMIT process. All four phases of the performance management process had to be adapted to promote empowerment, quality and customer satisfaction within a

team environment. The challenge was how best to do this? The response, which is still evolving, will be discussed in section 3.3.3

Although the COMIT process is widely used as an individualistic process, the focus of my research is its application within the high performance team environment. Its impact on learning, and its effectiveness, as it is applied outside of teams will not be examined in this thesis.

3.3.1 Performance Management Philosophy

Xerox Canada's performance management philosophy applies both to teams and individuals in the organization. The key difference is in the actual implementation of the COMIT process and the use of supporting tools and methodologies.

The primary purpose of COMIT is to ensure that "objectives are deployed consistently throughout the organization" (Xerox Canada Ltd., 1995B). To achieve this, COMIT is positioned as a key element in the "Xerox Canada Ltd. Planning and Strategy Process" (see Appendix D). This cyclical process starts with the diagnosis of the organization's performance against corporate objectives which results in the identification of critical success factors and opportunities, and the validation and reprioritizing of initiatives. This is followed by an assessment of the organization's performance against the "Xerox 2000 Management" model to validate and reprioritize the initiatives and communicate the outcomes (see Appendix D). This six construct model, which is also called Business Excellence, is based on the Baldrige criteria. It assists the management team in identifying the "five vital few" out of forty-three management elements, that will be the focus of process breakthroughs and innovation.

The next step is the development of long term financial requirements and targets, integrated functional strategies, and the identification of critical success factors. This is followed by the development of the annual plan which identifies short term financial targets, market share targets,

integrated functional strategies, personal incentive measurements, and actions to support achievement of planned performance.

This becomes the foundation for the COMIT process. The key outputs from COMIT are the cascading of Xerox Canada's objectives and action plans, and the alignment of employee objectives, action plans and measurements to corporate objectives. The final phase in the overall process is the ongoing monitoring and assessment of performance against plans with the output being revised tactics to address performance gaps (Xerox Canada Ltd., 1995B). This entire process has been designed to reinforce the company's commitment to quality and customer satisfaction.

The shift to a team-based structure is a key element of Xerox Canada's Management 2000 strategy. By placing accountability for the achievement of key performance metrics at the team level, the organization has engaged the population "closest to its customers" in the achievement of its goals. The COMIT process thus becomes a crucial tool for helping the teams to manage their "businesses" effectively. It is the vehicle for aligning team objectives with the company's priorities; for developing the skills needed to achieve these objectives and operate effectively as a team; for monitoring and assessing performance; and for rewarding and recognizing achievements.

3.3.2 Target Population

The COMIT process is targeted at all employees, at all levels in the organization. For the purpose of this research study, the focus is on its application in two service teams in the Toronto Customer Business Unit.

3.3.3 Components of the Performance Management System

The COMIT process, as it is applied in the service teams, has three main phases. These are planning activities, a mid-year review, and a year-end review. Embedded in all three phases is a

developmental component which is driven from the cultural dimensions. The development activities will be reviewed under "Performance Development". In addition, a critical element that parallels the process is the company's gain sharing plan which will be described under "Rewards and Recognition".

Performance Planning

At the beginning of the year, the team uses the Toronto CBU vision to develop and/or review a team mission statement. This activity is intended to focus the service team on its role in achieving the higher level vision and to begin the process of alignment. The specific work group targets are developed at the CBU level and given to the team. All targets are driven from the corporate headquarters of the company's parent organization. In 1995, the service teams are measured on performance indicators that include gross margins, parts costs, head count, customer satisfaction, response time, and inventory levels. The key involvement at this stage is in understanding the targets and developing specific action plans to achieve them. It is unclear how information on local environmental conditions that might influence performance is linked into the target setting process. The service team's proximity to the customers provides them with access to unique knowledge on potential opportunities and other developments that may not currently be exploited to their fullest potential.

The next step in the process is to assess the team's status on key work processes. These are (Xerox Canada Ltd., 1993C):

- Meeting Process
- Communication Process
- Conflict Resolution Process
- Call Prioritization Process
- Vacation Planning Process

Each of these processes is assessed against a five-point development scale from "roles defined" to "monitored and improved". As well, the decision making authority of the team with respect to each process is assessed using a five-point scale that starts with "manager decision" and goes to "work group decision". Objectives and action plans for improving these key work processes are identified following the assessment activities.

All of the assessment activities and plans are team-based. There are no individual plans or targets. The rationale given for this decision is that removing individual targets will encourage the team members, who are used to working in a very hierarchical environment, to work together as a group and help each other towards the overall objectives. There is a concern that introducing individual objectives would add an element of competition that would be detrimental to team effectiveness, especially in the early stages of the teams' development.

Performance Development

The development process in teams is significantly different from the process used elsewhere in the organization. This is due to the introduction of a peer review process in August of this year. The intent of this process is to enhance team effectiveness by providing peer feedback on member behaviour. This is based on the belief that managers no longer have the exposure and knowledge required to provide high quality feedback. On the other hand, team members work together on a daily basis and are in an excellent position to provide useful input and suggestions.

The peer review process uses a "Work Group Survey", that is based on the company's cultural dimensions, to assess team member behaviour (Xerox Canada Ltd., 1993C). The survey contains twelve behaviours that are assessed using the following descriptive scale:

- Not at All
- Needs Improvement
- Competent

- Exceeds Requirements
- Role Model

In this process, each team member assesses the other members individually on each behaviour. This is then given to a system administrator who enters the results into a spreadsheet and provides each team member with a summary report. The report includes an overall profile of the individual's feedback on each dimension, as well as the results from each assessor so that any disparity in responses can be analyzed. For example, if one person rated the team member low on an element and someone else high, this would be an important point to clarify. The names of the assessors are not provided in order to encourage honesty in completing the survey.

Once the team member receives the report, he or she uses the COMIT feedback form to journal a personal assessment of the results, and develop a personal action plan of no more than three areas. The latter is done to maximize focus. The next step requires that a facilitated "debrief meeting" be held to clarify any questions from the analysis of the report, and discuss each person's action plans. Emphasis is placed on "providing feedback on the impact someone's behaviour has on you, the work group or the customer. Feedback on personality traits is not appropriate" (see Peer Review Package in Appendix D). The Feedback Summary report and "Did Well/Do Better" forms are then signed off by the OEM. The peer review process takes place twice a year at mid-year and year-end.

Performance Measurement

Each service team monitors its results on a monthly basis using information provided by financial analysts in the CBU. This generates the data for the mid-year and year-end review of team performance. In these reviews, the team is expected to conduct a self-assessment of their key performance indicators, as well as the key work processes. This "Work Group Self Assessment" is completed by the team and signed off by the OEM. In addition to the results for the group as a

whole, data is also provided on individual results and the status of other teams in the CBU. It is at the discretion of the team as to how members use this information. The OEM is available to assist the team in interpreting and analyzing the results.

Given that a key objective of the COMIT process, as applied in teams, is to enhance performance by making the people closest to the customer accountable for the achievement of key performance indicators, a critical success factor is the availability of timely, accurate information on results. It is expected that each service team will want to review their results on a monthly basis in order to take steps to address problem areas. If the data are unavailable, their ability to proactively manage their performance will be lessened. A further requirement is the development of the knowledge and skills required to effectively analyze and construct plans to deal with performance gaps, as well as address performance issues among team members.

Rewards and Recognition

A further enhancement to the COMIT process was the introduction of a gain sharing plan for service teams in 1995. Each team was given the option of continuing with the current merit pay plan, which was expected to average a three percent increase for 1995, or forego merit pay in favor of participation in the new plan. The plan is national and pays the same amount to each team member regardless of location. Pay-out is purely based on the percentage of the pre-set targets that each team achieves on a quarterly basis. Amounts range according to performance results on key indicators on a scale from 90% to 110% of target. There is an expectation that 70-80% of teams will make some money from the plan and at least 40% will maximize in 1995.

An area still to be developed is the handling of year-end and quarter-by-quarter performance shortfalls. For example, sales people payback shortfalls out of the next quarter or year-end earnings, however there is no process currently in place to manage this within the service teams. As 1995 is the introduction year, there will not be a requirement for gain sharing payback.

The gain sharing plan is viewed as a critical component in making the move to high performance teams successful. It provides the incentive for the teams to learn how to manage their business including understanding the key indicators, learning to work together effectively, and developing tactics to improve performance. This increased involvement and ownership by the teams is expected to significantly improve Xerox Canada's overall performance.

Linkages to Individual, Team and Organizational Learning

Xerox Canada's COMIT process, as it is applied to service teams, provides several opportunities for individual, team and organizational learning. Philosophically, it emphasizes alignment and feedback as critical components of the overall approach to business management. By integrating and clearly articulating COMIT's role in the overall Planning and Strategy Process, Xerox Canada ensures that every employee has the information they require to understand their role and performance expectations. The monitoring and reassessment processes, combined with a deeply entrenched quality culture, encourage continuous evaluation of performance, gap identification and modification of plans at all levels in the organization. This approach provides an excellent vehicle for sharing best practices and lessons learned across the organization.

For individuals, the key is the opportunity to receive high quality feedback on their performance and behaviours from knowledgeable people -- their peers. This also provides an opportunity for reflection and dialogue that can promote individual growth and learning. The challenge is the skill level of the team members in both acquiring and analyzing valid data, as well as being able to effectively give and receive feedback. In the old hierarchy (pre-1995), these skills were not required at the individual contributor level and, as a result, may be underdeveloped in a lot of teams. The risk inherent in this potential problem area is that team members will increase their mistrust and defensiveness, as a result of a negative experience in the peer review process. To help prevent this from occurring, it was strongly recommended that all debrief sessions be facilitated.

As well, a half dozen skilled facilitators were made available to teams who required assistance. This will provide useful role models and process tools to the teams, but the skill development component may still be lacking.

Individual learning is also facilitated by placing accountability for performance at the work group level. This encourages dialogue among team members that will help increase individual knowledge and understanding. It may also lead to coaching and other development activities to help the weaker performers, thus benefiting the team as a whole.

Team learning is perhaps the greatest opportunity area built into the Xerox Canada approach to performance management in teams. By making the teams accountable for their performance and success, the organization has provided a significant opportunity for continual evaluation of team and member effectiveness. For example, the work group self-assessment of the team's developmental stage and decision making authority on key work processes provides a tool to help the teams plan and implement practices that improve their overall effectiveness. This encourages dialogue and critical reflection which are key learning skills.

The gain sharing plan reinforces team learning by providing rewards that are directly linked to the team's performance. This may also create an incentive for team behaviours that support the growth and development of individual team members.

Theoretically, the Xerox Canada model appears to be an effective system for fostering learning but, sometimes, reality differs. This research project will examine the actual application of the COMIT process within two service teams for the purpose of identifying what learning enablers and inhibitors actually exist.

3.3.4 Future Directions

The relatively recent introduction of the COMIT process within the service teams in the Toronto CBU means that the process of assessing and modifying the process and the tools will be ongoing for the foreseeable future. One area that is clearly being addressed is the gain sharing process to ensure that the key indicators and targets are within the service teams' ability to influence. The peer review tools are also being assessed with the potential of either allowing teams to create their own "Work Group Feedback Survey", or to add their own customized elements to a mandatory standard list of questions.

The key focus for future development of the COMIT process in general is the more extensive integration of development planning. Over the last few years, the company has made a significant investment in the identification of a competency-based approach resulting in the Xerox Development System (XDS) (see Appendix D). In the first quarter of 1996, this system will be rolled out to the service teams in support of the peer review process.

XDS will provide a profile of the skills and knowledge required by team members to be successful in their service role. The service competency profile is focused on the individual team member, with the team profile being the composite of the total team results. Only behaviours necessary to get the job done are included in the profile, thereby limiting potential judgmental areas such as characteristics or attributes. For example, characteristics such as flexibility, and adaptability are not included.

A self-assessment tool is provided that allows each team member to reflect on his or her areas of strength and weakness. After completing the self-assessment, the employee gets feedback from his or her coach who helps identify up to five priority competencies to work on. The next step requires that the team member design a personal learning action plan to address these priorities. To assist the employee in developing his or her plan, each of the service competencies is mapped to

development activities such as training programs, self-study guides, and action learning or on-the-job activities, that the individual can register for or order direct.

In addition to the responsibilities already mentioned, the coach is also prime for monitoring the overall team development plan which is a composite of the individual plans. He or she checks that the learning plans are realistic and appropriate from the perspective of time away from work, cost, individual needs and team needs. To support this new role, training is planned for the coaches on how to create a balanced learning plan that incorporates self-study and action learning activities, as well as courses. The major problem area with this approach is the large spans of control which create both credibility and time issues. For example, in some areas, coaches work with over fifty team members. The likelihood of the coach providing high quality development planning with each member is not high, especially given that it wasn't happening when they had much smaller spans of control.

Eventually, the role of the coach will be transferred to the teams themselves, depending on their level of maturity. Given the peer review process currently underway, it is possible that some service teams will move right to team ownership of XDS and bypass the role of the coach altogether. The competency assessment is not intended to replace the peer review of the cultural dimensions. Instead, it will be added as part two of the development process.

The possibility of separating the COMIT process and development processes is also being considered, in spite of the current integration activities. The rationale given is that, by linking them in the same process, there are too many activities crammed into too short a period of time for development to be given the proper level of attention. If something has to give, it is always on the development versus the performance side.

These changes are only a few of the many that could arise as a result of the organization's continual feedback and review of its internal processes. The Xerox Canada culture provides an extremely strong support structure to ensure that, as the needs of individuals, teams and the organization change, the organization's internal processes change with them. This dynamic learning environment appears to provide tremendous opportunities for growth and development, as well as high levels of performance.

Chapter 4: Data Presentation and Analysis

This chapter presents the data collected in this research study as well as observations drawn from its analysis. Each organization will be reviewed independently followed by a comparison of the findings for the purpose of identifying opportunities for further research.

As discussed previously, the focus of the data analysis is to identify specific examples, taken from employees' experience, of enablers or inhibitors to individual, team and organizational learning.

4.1 De Havilland Inc.

The results of the content analysis of the data collected in interviews with eight de Havilland employees is summarized in the charts located on the following pages. These charts describe the distribution of data first by learning enablers followed by learning inhibitors.

The most significant finding is the 3:1 ratio of inhibitors to enablers of individual, team and organizational learning. This pattern is present in all three types of learning, and phase of the performance management system. This indicates that the process does not effectively facilitate learning in the organization and, in fact, it may even create a significant barrier. The two phases of the process with the highest incident of inhibitors to learning are performance development and performance measurement.

Another important observation is the lack of data -- in particular, learning enablers -- that were available for both team and organizational learning. This tends to support the earlier premise that the PMP is an individualistic process. In addition, the absence of feedback loops and appraisal at the team and organizational levels further deters learning.

The most significant inhibitor is "ineffective communication and feedback", which is most prevalent in the performance development and measurement phases and individual learning. The respondents cite a lack of behaviourally specific feedback on their performance, as well as their strengths and areas for development, as a key deterrent to learning. This lack of focused input leaves the employees without the information they need to identify areas where they can improve their performance and capabilities. One of the outcomes is development plans that address the employee's "best guess" of his or her needs, or personal preferences and career ambitions, rather than a focused plan that will contribute to enhancing organizational performance.

The next most frequent inhibitor is "systemic barriers", which is prevalent in the performance measurement phase of individual learning. It is also the most common deterrent to both team and organizational learning. The examples given describe a static and subjective process that fails to provide consequences for non-performance. One specific example of a systemic barrier to individual learning is the emphasis on achieving objectives that are "carved in stone" at the beginning of each year. As one employee states:

"I find that, because of the tasks that are listed, I get very focused on achieving those tasks regardless of whether they are going to help the company at all or do anything to improve anything. You just want to get the task done, so it gets ticked off."

In a static, unchanging environment, this might be acceptable, however, the needs and the priorities of the organization constantly shift. The result is a disparity between the needs of the organization and the contribution of employees, as well as a disincentive for individuals to keep pace with change and learn about developments in both the internal and external environment.

A systemic barrier to team learning is the practice of force ranking employees, which fosters competition and deters the sharing of lessons learned and best practices, as well as other

collaborative practices. For example, as one respondent says: *"Meet your objectives and f... the other guy if you want to win"*.

Another is the lack of emphasis on team goals or, where they exist, no follow-up or accountability. An organizational systemic barrier is the treatment of the whole performance management process, and specifically, development planning, as a series of events or activities, rather than as a way of operating and behaving on a day-to-day basis. This has caused the PMP to be viewed by many as an administrative overlay which adds little or no value to the organization.

On a positive note, the enabler of individual learning that was most frequently cited was "communication and feedback", followed by "critical reflection", "personal motivation", and "dialogue". Communication and feedback, personal motivation and dialogue were most prevalent in the performance planning phase and in individual learning, while critical reflection occurred, most frequently, in both performance planning and development phases.

The practice of getting input from customers and other key stakeholders, during the role clarification and objective setting phases, assists the employee in focusing his or her priorities, and in understanding business issues and concerns. For example,

In the past, if I knew something had to be done, I would make sure it got done and be happy with that... Now, the difference is that I communicate with the customer to make sure that what gets done meets their needs.

This has a direct impact on personal knowledge of the business, but also has resulted in new behaviours which are directly attributable to the discovery that, without this input, the employee would have misdirected his or her energy on less valued activities. These new behaviours include asking for stakeholder input anytime the employee changes jobs or takes on new responsibilities, validating stakeholder requirements throughout the year, and involving key stakeholders directly in the planning process.

The dialogue on organization and departmental goals, as well as broader business issues, that some employees had with their managers during role clarification and objective setting sessions, contributed positively to individual learning. These sessions resulted in a better understanding of the business drivers and how his or her role contributes to the organization, as well as initiating behaviours such as inquiry and the seeking out of information. For example,

The PMP keeps me focused - really focused and on track, so even if the periodic and year end reviews don't happen, knowing that my objectives are aligned is really helpful.

Personal motivation was exemplified by individuals who took ownership of developing a set of objectives, and a development plan, as well as seeking out feedback from informed stakeholders.

Critical reflection was facilitated by the self-assessment tool in the PMP. Several employees used this as an aid to help identify their strengths and weaknesses. This was particularly useful in the absence of quality feedback, as discussed previously. Critical reflection was also used in the planning phase by employees who completed an assessment of the job requirements without input from their managers. This exercise forced them to think about the issues facing the business, and their role in helping the organization to be successful.

Unfortunately, these enablers are too few and far between to outweigh the inhibitors discussed previously. In conclusion, if there is a desire to have the Performance Management Program foster and support effective learning practices at de Havilland, then some significant changes are required to the program itself, as well as supporting processes and practices. This is underlined by the following statements made by de Havilland employees:

If you figure out the game, it is easy to win.

I learned that I could influence my boss' year-end appraisal of me by continuously telling him what my top three priorities are and how I am doing. At year-end I also tell him how I did and what my rating should be (outstanding - of course!).

...make sure you only set easily achievable objectives. That way you'll get at least an "Achieved" rating.

Further research is required to identify the high leverage areas in the PMP that will facilitate the learning process. The data seems to indicate that all three phases -- performance planning, development and measurement -- require attention with the top priorities being the quality of communications and feedback provided, as well as the removal of systemic barriers.

Chart 3A: Enablers to Individual, Team and Organizational Learning at De Havilland Inc.
 - Performance Planning

Phase	Learning Enablers		
	Individual	Team	Organization
Performance Planning	<p>Dialogue</p> <ul style="list-style-type: none"> • Dialogue with manager on priorities and business plans (x3) • Dialogue with manager and customers on business improvement areas • Dialogue with manager on the behaviours required to achieve objectives <p>Comm/Feedback</p> <ul style="list-style-type: none"> • Input from multiple sources such as customers, peers etc. (x5) • Feedback on plans prepared by employee (x3) <p>Critical Reflection</p> <ul style="list-style-type: none"> • Personal analysis of requirements is developed by employee (however this is not shared with the manager but becomes a personal agenda to get an "outstanding" rating) (x2) <p>Personal Motivation</p> <ul style="list-style-type: none"> • Sought input from wide-range of sources including peers, external counterparts, boss' peers, customers and suppliers to define role • Personally completed behavioural criteria form and reflected on areas I needed to focus on <p>Systemic</p> <ul style="list-style-type: none"> • Information easily accessible to help understand role and business priorities 	<p>Systemic</p> <ul style="list-style-type: none"> • Team is defined as customers and suppliers who are involved in goal setting and discuss issues and limitations • Group shared peer level objectives • Group develops objectives and identifies primes 	<p>Systemic</p> <ul style="list-style-type: none"> • Individual & departmental goals aligned with organization goals & strategy

Chart 3B: Enablers to Individual, Team and Organizational Learning at De Havilland Inc.
- Performance Development and Measurement

Phase	Learning Enablers		
	Individual	Team	Organization
Performance Development	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • 360 Feedback provided to all managers and supervisors as input to development plans • Feedback on strengths and weaknesses from peers and boss <p>Dialogue</p> <ul style="list-style-type: none"> • Discussion with manager about skills required to fulfill objectives gets addressed <p>Critical Reflection</p> <ul style="list-style-type: none"> • Reflect on learnings about self and how this applies to relationships outside the organization • Self-assessment of personal strengths and weaknesses (x2) • Reflection on career options <p>Personal Motivation</p> <ul style="list-style-type: none"> • "Develop personal plan that I work on which is different from the one my manager prepares" • Seek out feedback from other sources including benchmarking activities at external seminars • Took ownership of creating and implementing own development plan in spite of lack of input and support by management 	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • Feedback on behaviour in team from manager 	
Performance Measurement	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • Feedback from manager on performance results and behaviours at year-end and throughout the year (x4) • Feedback provided from reports <p>Personal Motivation</p> <ul style="list-style-type: none"> • Periodic review requested and managed by employee - didn't wait for boss 	<p>Systemic</p> <ul style="list-style-type: none"> • Group success is considered in determining individual rating 	

*Chart 3C: Enablers to Individual, Team and Organizational Learning at de Havilland Inc.
- Rewards and Recognition*

Phase	Learning Enablers		
	Individual	Team	Organization
Rewards and Recognition	<p>Systemic</p> <ul style="list-style-type: none"> • Good performance e.g. doing the extras is rewarded when compensation is determined even though it is not directly linked to PMP (x3) • Recognition provided in terms of new assignments and opportunities 		

Chart 4: Frequency of Responses - Learning Enablers at De Havilland Inc.

Phase	Learning Enablers								
	Coaching	Comm. & Feedback	Dialogue	Personal Motivation	Positive Role Models	Critical Reflection	Skills & Knowl.	Systemic	Trust/Total
Individual Learning	0	12	6	6	0	6	0	3	0/33
• Perf. Png.	-	8	5	2	-	2	-	1	-/18
• Perf. Devt.	-	2	1	3	-	4	-	-	-/10
• Perf. Meas.	-	2	-	1	-	-	-	-	-/3
• R & R	-	-	-	-	-	-	-	2	-/2
• General	-	-	-	-	-	-	-	-	-
Team Learning	0	1	1	0	0	0	0	3	0/5
• Perf. Png.	-	-	1	-	-	-	-	2	-/3
• Perf. Devt.	-	1	-	-	-	-	-	-	-/1
• Perf. Meas.	-	-	-	-	-	-	-	1	-/1
• R & R	-	-	-	-	-	-	-	-	-/0
• General	-	-	-	-	-	-	-	-	-/0
Organizational Learning	0	0	0	0	0	0	0	1	0/1
• Perf. Png.	-	-	-	-	-	-	-	1	-/1
• Perf. Devt.	-	-	-	-	-	-	-	-	-/1
• Perf. Meas.	-	-	-	-	-	-	-	-	-/1
• R & R	-	-	-	-	-	-	-	-	-/1
• General	-	-	-	-	-	-	-	-	-/1
Total	0	13	7	6	0	6	0	7	0/39

Chart 5A: Inhibitors to Individual, Team and Organizational Learning at De Havilland Inc.
- Performance Planning

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Planning	<p>Lack of Dialogue</p> <ul style="list-style-type: none"> • No dialogue - one way message from manager (x2) • No dialogue - lack of knowledge of individual's role (x2) • No dialogue - lack of time for in-depth discussion • Unclear expectations around behaviours e.g. how to link them to performance • No dialogue on how individual's role fits with the overall company objectives <p>Mental Models</p> <ul style="list-style-type: none"> • Lack of emphasis on behaviours (x3) • Mental models of managers interfere with ability to give feedback on behaviours • Lack of inquiry by employee due to past experience that "it doesn't do any good anyway" • Employee withholds personal view and ideas for fear of being held accountable <p>Negative Role Models</p> <ul style="list-style-type: none"> • Process not modeled, or supported by senior management • Negative role model by senior management e.g. "just tell him (the customer) to f... off" <p>Systemic</p> <ul style="list-style-type: none"> • Vague definitions of behaviours - wide range of interpretations • No customer input e.g. objectives not focused on customer's needs (x3) 	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No peer input or involvement (x2) <p>Systemic</p> <ul style="list-style-type: none"> • Team objective but no accountabilities for achieving them • No team objectives or sharing of objectives (x3) 	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • Lack of direction on organization priorities from senior management <p>Systemic</p> <ul style="list-style-type: none"> • Individual objectives do not change throughout the year as organization's needs change. The result is a focus on completing the objectives even if they are less important than the new opportunities. • Objectives "wishy-washy" and not connected to strategic plan. Result is unfocused and unaligned effort or best guess plans. • No metrics to determine contribution to organization results in inability to assess effectiveness of PMP or organization • Strategic planning cycle not integrated with PMP so individual and departmental plans might be based on dated information

Chart 5B: Inhibitors to Individual, Team and Organizational Learning at De Havilland Inc.
- Performance Development

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Development	<p>Ineffective Coaching</p> <ul style="list-style-type: none"> • No support for developmental action plans (x4) <p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No feedback on behaviours throughout the year - focus on results (x6) • No feedback on strengths & weaknesses (x4) • Lack of behaviourally specific feedback e.g. no explanation or examples given (x2) • Feedback not used to develop PDP (x2) • No developmental feedback e.g. what could I have done differently (x2) • Failure to use available data such as 360 Feedback e.g. manager disagreed with assessment so disregarded it <p>Lack of Dialogue</p> <ul style="list-style-type: none"> • No PDP discussion or input from manager (x3) <p>Mental Models</p> <ul style="list-style-type: none"> • Employee withholds personal assessment of weaknesses for fear of them being used against him • Manager sensitivity interfered with ability to give upward feedback - stopped giving him feedback • Attitude of many senior managers is that development e.g. university degrees is frivolous (x2) <p>Skills & Knowledge Gap</p> <ul style="list-style-type: none"> • "Manager lacks coaching skills to assist in my development" (x2) <p>Systemic</p> <ul style="list-style-type: none"> • Development plans not linked to review of strengths and weaknesses (x3) • Development is viewed as an event or set of planned activities versus a continual learning process 	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No peer input or involvement (x2) <p>Mental Models</p> <ul style="list-style-type: none"> • Development is a management not a peer responsibility e.g. "it's not my place to develop a peer" 	

Chart 5C: Inhibitors to Individual, Team and Organizational Learning at De Havilland Inc.
- Performance Measurement

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Measurement	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> •Lack of specific feedback from manager or others (x4) •No feedback on performance or behaviours during the year (x3) •Feedback too late in year to impact performance •No feedback from peers or customers and suppliers (loop remains open) •No year-end appraisal or discussion "but got my raise so everything was okay" (x3) <p>Lack of Dialogue</p> <ul style="list-style-type: none"> •Year-end reviews focus on ratings - limited dialogue on specific performance or reasons for performance •No review or discussion of behaviours <p>Mental Models</p> <ul style="list-style-type: none"> •"Old news" used against employee •If the boss likes you you're more likely to get a good rating •Fear of consequences prevents upward feedback •Feedback provided by customers but it isn't linked to the PMP - kept off-line <p>Skills & Knowledge Gap</p> <ul style="list-style-type: none"> •Managers lack skills to effectively assess performance and provide feedback (x2) <p>Systemic</p> <ul style="list-style-type: none"> •Focus on accomplishing objectives set in PMP rather than other perhaps more important things (x3) •No consequences for non-performance (x3) •Impressions & perceptions basis for measurement of success (x2) •Manager lacks knowledge of individual's accomplishments because of change of manager during year, too many direct reports, or lack of exposure •Major projects added during year but because they're not on the original objectives no credit given 	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> •No peer input or involvement (x2) <p>Systemic</p> <ul style="list-style-type: none"> •Focus on achieving individual objectives rather than what is best for group or organization (driven by rewards & recognition) (x2) •No accountability for achieving team goals 	<p>Systemic</p> <ul style="list-style-type: none"> •New ideas or processes only known or made available to people directly involved •No assessment of organization's effectiveness using this process

Chart 5D: Inhibitors to Individual, Team and Organizational Learning at De Havilland Inc.
 - Rewards and Recognition and General

Phase	Learning Inhibitors		
	Individual	Team	Organization
Rewards and Recognition	<p>Lack of Dialogue</p> <ul style="list-style-type: none"> • No discussion amongst employees or with an employee about ranking or reason for ranking <p>Mental Models</p> <ul style="list-style-type: none"> • Fear of punishment drives behaviour e.g. if don't achieve written objectives won't get rewarded <p>Systemic</p> <ul style="list-style-type: none"> • Compensation is based on a forced ranking of employees which takes PMP rating into consideration • "Supposed to be rewarded by increased challenges, promotions and opportunities but personally haven't experienced that" (x2) 	<p>Systemic</p> <ul style="list-style-type: none"> • Forced ranking of employees creates competition that undermines teamwork • Individual recognition processes interfere with group goals and accomplishments 	
General	<p>Negative Role Models</p> <ul style="list-style-type: none"> • Lack of senior management commitment to process (x2) <p>Skills & Knowledge Gap</p> <ul style="list-style-type: none"> • Managers are "techies" that have never had any development on people management skills • Many employees lack skills and knowledge to manage the process themselves <p>Systemic</p> <ul style="list-style-type: none"> • PMP is a lower priority than other work requirements so it gets pushed down the list. Some managers never get around to it. It's worse at the top (x2) • No consequences for not doing a PMP • Dispersed management interferes with ability to really know the individual, his/her accomplishments and his/her capabilities • Employees not allowed to make decisions without management approval resulting in no risk taking 		

Chart 6: Frequency of Responses - Learning Inhibitors at De Havilland Inc.

Phase	Learning Inhibitors								
	Ineffective Coaching	Ineffective Comm. & Feedback	Lack of Dialogue	Mental Models	Mistrust	Negative Role Models	Lack of Motivation	Skills & Knowledge	Systems/ Total
Individual Learning	4	29	13	13	0	4	0	6	27/96
•Perf. Plng.	-	-	7	6	-	2	-	-	4/19
•Perf. Devt.	4	17	3	4	-	-	-	2	4/30
•Perf. Meas.	-	12	2	2	-	-	-	2	11/29
•R & R	-	-	1	1	-	-	-	-	3/5
•General	-	-	-	-	-	2	-	2	5/9
Team Learning	0	6	0	1	0	0	0	0	9/16
•Perf. Plng.	-	2	-	-	-	-	-	-	4/6
•Perf. Devt.	-	2	-	1	-	-	-	-	-/3
•Perf. Meas.	-	2	-	-	-	-	-	-	3/5
•R & R	-	-	-	-	-	-	-	-	2/2
•General	-	-	-	-	-	-	-	-	-/0
Organizational Learning	0	1	0	0	0	0	0	0	8/9
•Perf. Plng.	-	1	-	-	-	-	-	-	4/5
•Perf. Devt.	-	-	-	-	-	-	-	-	-/0
•Perf. Meas.	-	-	-	-	-	-	-	-	2/2
•R & R	-	-	-	-	-	-	-	-	2/2
•General	-	-	-	-	-	-	-	-	-/0
Total	4	36	13	14	0	4	0	6	44/121

4.2 Northern Telecom Ltd.

The primary finding, from an analysis of data collected from interviews with eight Northern Telecom employees, is that the majority of learning enablers and inhibitors impact individual learning. There is a very limited reference to learning at a team or organizational level, probably as a result of the process design. As stated earlier in this document, the approach adopted by Northern Telecom is highly individualistic, with a strong emphasis on the role of the manager in its implementation. Although teams are mentioned at several points, this reads as more of an afterthought than a design criteria. Organizational learning is addressed from the perspective of goal alignment, but it is missing the feedback loops that keep the system dynamic.

This observation is supported by the high number of "systemic barriers" identified as inhibitors. Approximately 26%, or 33 items, fell into this category. This compares to 17%, or 13 items, that were identified as enablers. The largest number of systemic barriers occurred in the performance measurement phase where there were numerous examples of manipulation and misuse of the appraisal process by both employees and managers. For example,

...in setting objectives, be very conservative and be sure that you can meet the objective in the time frame given, but give plenty of room to exceed it.

...make sure your objectives are heavier weighted for strengthening the business than the other two, 'cause that will get you the exceed.

...one of my managers, a V.P., told me to write up my own appraisal and rate myself. He would support whatever I put down.

Further research is required to validate this hypothesis, and to identify the specific changes required to the system.

The ratio of inhibitors to enablers was somewhat less than that recorded by de Havilland at 1.6:1, or 126 inhibitors and 77 enablers. In addition to systemic barriers, "ineffective communication and feedback" was the most prevalent category of learning inhibitors. This predominantly occurred in

the performance development and measurement phases, and had the greatest impact on individual learning. The main problem appears to be in the lack of quality feedback provided both in terms of performance and development. This is exacerbated in situations where employees are working on projects with different managers during the year, or when they change jobs. In both cases, employees reported that their achievements were not recognized at year-end, and their development plans were ignored. As in de Havilland, the outcome was insufficient information to be able to address performance improvement opportunities, including personal capabilities, as well as decreased motivation and credibility of the process. This has a major impact on the ability to achieve the system's expressed goal of improving business performance.

I tried asking for feedback from my manager but he never seemed to have the time so I just kept doing what I was doing and hoped for the best.

Another major inhibitor to individual learning are the "mental models" of both managers and employees (Senge, 1991, p. 8). Fifteen percent, or nineteen data items, were attributed to this category which was fairly evenly distributed over the performance planning, development and measurement categories. These include the belief that admitting your personal areas for development would be disclosing a weakness that could be used against you; identifying the "hows" in objectives is not of any value; giving feedback on behaviours is too personal and, therefore, should be avoided; relationships versus performance determine ratings; and don't give "tough" feedback to women, or they'll cry. All of these examples interfere with the effective implementation of the system, as well as the learning of self and others.

"Ineffective coaching" and a "lack of dialogue" also appeared as significant inhibitors to individual learning, the former in both performance planning and development, and the latter in performance measurement.

The key enablers were "communication and feedback", "dialogue" and "critical reflection". It is worth noting that the reverse of the first two were major inhibitors. This appears to indicate that these are major opportunity areas to improve the effectiveness of the MFA in fostering learning. Indeed, the communication and feedback examples in Chart 5B and 5C are the exact opposite of the descriptions given of inhibitors. For example, specific and actionable feedback was provided to employees on a regular basis; feedback was gathered from multiple sources; and, the use of 360° feedback instruments provided good data for reflection and action planning. The same is true for the dialogue category where the lack of dialogue was an inhibitor, compared to ongoing opportunities to actively participate in, and discuss, the planning, development and measurement phases. Critical reflection describes the process used by several employees to assess their strengths, weaknesses and performance for the purpose of identifying opportunities for improvement.

As with de Havilland, the MFA process at Northern Telecom needs some significant re-engineering, if it is to be expected to foster and support individual, team and organizational learning. The area requiring the greatest attention appears to be performance measurement which had 44%, or 56 of 126, of the inhibitor data points. Performance development and measurement were also weak areas that most likely require change as well. As mentioned previously, the entire system also needs to be assessed from the perspective of encouraging and supporting team and organizational learning. The small amount of data collected in both of these areas indicates that the MFA may not be optimizing its potential in these areas. Obviously, further research is required to validate these statements and develop recommendations for improvement.

Chart 7A: Enablers to Individual, Team and Organizational Learning at Northern Telecom Ltd.
- Performance Planning

Phase	Learning Enablers		
	Individual	Team	Organization
Performance Planning	<p>Coaching</p> <ul style="list-style-type: none"> • Coaching on goal development (x2) • Coaching on new role • Actively participates in process and influences outcomes -- good dialogue <p>Dialogue</p> <ul style="list-style-type: none"> • Dialogue with manager to ensure alignment of goals (x3) • Participate in the definition of business unit and departmental objectives increases knowledge and understanding of business and my contribution • Dialogue on performance expectations <p>Personal Motivation</p> <ul style="list-style-type: none"> • Employee initiated process <p>Reflection</p> <ul style="list-style-type: none"> • Provides focus for effort (x2) • Causes reflection on contribution to the business 	<p>Dialogue</p> <ul style="list-style-type: none"> • Team planning session created opportunity for participation and dialogue (x3) 	<p>Dialogue</p> <ul style="list-style-type: none"> • Actively participate in the development of business unit objectives (x2) <p>Comm/Feedback</p> <ul style="list-style-type: none"> • Ongoing communication with staff re: business conditions, performance, competitive pressures etc. -- shares good news and bad news • Opportunity for upward feedback to influence direction of organization <p>Systemic</p> <ul style="list-style-type: none"> • Individual & departmental goals aligned with organization goals & strategy (x3) • Bottom-up and top-down objective setting creates stretch and challenge as well as buy-in

Chart 7B: Enablers to Individual, Team and Organizational Learning at Northern Telecom Ltd.
- Performance Development

Phase	Learning Enablers		
	Individual	Team	Organization
Performance Development	<p>Coaching</p> <ul style="list-style-type: none"> Managers very helpful and supportive in developing action plans (x2) <p>Comm/Feedback</p> <ul style="list-style-type: none"> Quality of feedback was very good (included strengths and weaknesses) (x2) Employee received mandatory 360 feedback -- caused reflection and plans to address weaknesses) (x2) Upward feedback created more trust and willingness to have open discussion Development planning with staff to address own development needs provided greater knowledge of strengths and weaknesses and an ongoing feedback loop <p>Dialogue</p> <ul style="list-style-type: none"> Dialogue on strengths and weaknesses (x3) <p>Personal Motivation</p> <ul style="list-style-type: none"> Create own plan and have high level of ownership for it (x4) <p>Critical Reflection</p> <ul style="list-style-type: none"> Reflected on career goals and personal strengths and weaknesses (x5) Self-assessment of strengths and weaknesses in leadership competencies caused reflection and some changes in behaviour (x3) <p>Systemic</p> <ul style="list-style-type: none"> Individual responsible for their own learning and development -- supported by organization but is "your choice" Tools (Development Map) used to develop personal plan 	<p>Comm/Feedback</p> <ul style="list-style-type: none"> Team members provide ongoing feedback to each other (x2) <p>Trust</p> <ul style="list-style-type: none"> Trust and support creates willingness to say "I don't know how to do this" 	<p>Systemic</p> <ul style="list-style-type: none"> Clear definition of leadership competencies focuses development on behaviours valued by the organization

Chart 7C: Enablers to Individual, Team and Organizational Learning at Northern Telecom Ltd.
- Performance Measurement and Rewards and Recognition

Phase	Learning Enablers		
	Individual	Team	Organization
Performance Measurement	<p>Coaching</p> <ul style="list-style-type: none"> • Coaching on problem areas <p>Comm/Feedback</p> <ul style="list-style-type: none"> • Quality of feedback was very specific and accurate (x2) • Receive regular ongoing feedback on performance (x2) • Received feedback and appraisal from knowledgeable manager • Regular, detailed review of performance throughout the year • Feedback from multiple sources e.g. peers, customers <p>Dialogue</p> <ul style="list-style-type: none"> • Dialogue on issues (x2) • Dialogue with manager on performance and rating <p>Critical Reflection</p> <ul style="list-style-type: none"> • Reflect on personal achievements and lessons learned • Reflect on achievements and contribution -- what could I have done better/differently <p>Trust</p> <ul style="list-style-type: none"> • Trust between manager & employee encouraged open & honest discussion -- high quality feedback 	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • Emphasis on peer input to evaluation -- "know the employee's work better than the manager" <p>Systemic</p> <ul style="list-style-type: none"> • Individuals held accountable for team objectives created more support, and ongoing communication -- greater weighting towards team than individual objectives • Continual sharing of "lessons learned" and "best practices" (x2) • Ongoing review of team results and plans to improve performance 	
Rewards and Recognition	<p>Systemic</p> <ul style="list-style-type: none"> • Timely recognition for work done above and beyond that which was identified in objectives • "Spot awards" used to provide ongoing recognition of accomplishments throughout the year -- timely recognition reinforces behaviours 	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • Lots of informal recognition from team members 	

Chart 8: Frequency of Responses - Learning Enablers at Northern Telecom Ltd.

Phase	Learning Enablers								
	Coaching	Comm. & Feedback	Dialogue	Personal Motivation	Positive Role Models	Critical Reflection	Skills & Knowl.	Systemic	Trust/Total
Individual Learning	6	13	12	5	0	15	0	4	1/56
• Perf. Plng.	3	0	6	1	-	3	-	-	-/13
• Perf. Devt.	2	6	3	4	-	10	-	2	-/27
• Perf. Meas.	1	7	3	-	-	2	-	-	1/14
• R & R	-	-	-	-	-	-	-	2	-/2
• General	-	-	-	-	-	-	-	-	-
Team Learning	0	4	3	0	0	0	0	4	1/12
• Perf. Plng.	-	-	3	-	-	-	-	-	-/3
• Perf. Devt.	-	2	-	-	-	-	-	-	1/3
• Perf. Meas.	-	1	-	-	-	-	-	4	-/5
• R & R	-	1	-	-	-	-	-	-	-/1
• General	-	-	-	-	-	-	-	-	-/0
Organizational Learning	0	2	2	0	0	0	0	5	0/9
• Perf. Plng.	-	2	2	-	-	-	-	4	-/8
• Perf. Devt.	-	-	-	-	-	-	-	1	-/1
• Perf. Meas.	-	-	-	-	-	-	-	-	-/0
• R & R	-	-	-	-	-	-	-	-	-/0
• General	-	-	-	-	-	-	-	-	-/0
Total	6	19	17	5	0	15	0	13	2/77

Chart 9A: Inhibitors to Individual, Team and Organizational Learning at Northern Telecom Ltd.
- Performance Planning

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Planning	<p>Ineffective Coaching</p> <ul style="list-style-type: none"> • No guidance or input from manager(x2) • No coaching on skills and knowledge required to be successful in achieving objectives • No coaching on objectives <p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No upward feedback - manager lacks knowledge and understanding of business conditions yet sets objectives anyway <p>Lack of Dialogue</p> <ul style="list-style-type: none"> • No dialogue - mandated unrealistic objectives (x2) • No input to objectives resulted in lack of ownership and buy-in • No dialogue on how objectives are aligned with departmental and organizational goals <p>Mental Models</p> <ul style="list-style-type: none"> • Behaviours ("hows") not an important part of the objectives (x7) • Credibility of components of objectives is lacking e.g. "Core Values not worth the paper they're written on" <p>Negative Role Models</p> <ul style="list-style-type: none"> • Negative role models in senior management roles (x3) <p>Systemic</p> <ul style="list-style-type: none"> • Objective not changed to reflect new priorities -- no dialogue after initial discussion at beginning of year (x3) • Objectives created that don't offer challenge or growth (x2) 	<p>Systemic</p> <ul style="list-style-type: none"> • Focused on individual NOT team • Discussed that would have team objectives but not clear what they are • Team objectives vague -- lack specific metrics and accountabilities 	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No access to or discussion of organization/business unit objectives

Chart 9B: Inhibitors to Individual, Team and Organizational Learning at Northern Telecom Ltd.
- Performance Development

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Development	<p>Ineffective Coaching</p> <ul style="list-style-type: none"> • No coaching on development activities (x3) • No coaching on preparing development plan (x3) <p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No feedback at all (x5) • No open and honest feedback -- everything is "fine" (x5) • Feedback very subjective and unspecified (x2) • No feedback from sources other than immediate manager <p>Lack of Dialogue</p> <ul style="list-style-type: none"> • No dialogue on assessment of weaknesses • 360 Feedback -- no dialogue around results -- managers avoiding discussion <p>Mental Models</p> <ul style="list-style-type: none"> • Development is courses only and ignores other sources (x3) • Mental models of employees -- areas for development equals weaknesses therefore don't disclose them (x2) • Mental model of manager -- can't give feedback because is too personal <p>Mistrust</p> <ul style="list-style-type: none"> • Mistrust prevents open and honest upward feedback <p>Negative Role Models</p> <ul style="list-style-type: none"> • Role models lack people development skills <p>Skills & Knowledge Gaps</p> <ul style="list-style-type: none"> • Manager lacks skills and knowledge on creating a development plan (x2) • Employee lacks skills and knowledge on creating a development plan • Development activities inappropriate for capabilities of employee <p>Systemic</p> <ul style="list-style-type: none"> • No development plan prepared • No criteria for progression so don't know what needs to be developed • Remote areas get no development 	<p>Systemic</p> <ul style="list-style-type: none"> • No assessment of team capabilities • No sharing of development plans • No peer input on strengths and weaknesses • No peer review 	

Chart 9C: Inhibitors to Individual, Team and Organizational Learning at Northern Telecom Ltd.
- Performance Measurement

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Measurement	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No feedback on how the work got done -- behaviours (x6) • Lack of feedback from key contacts who work with employee on a regular basis (x3) • No input from customers, and other sources (x3) • No specific feedback -- all generalities • No feedback on performance problems until it is too late to do anything about it • People with little direct knowledge influence ratings e.g. boss' boss • Ratings based on subjective data and opinion versus facts • Project-oriented jobs with different peers and managers not appraised with multiple sources of input • Data on performance at end of projects not captured until year-end when specifics are forgotten -- poor quality feedback and assessment <p>Mental Models</p> <ul style="list-style-type: none"> • Performance appraisal used by manager to "punish" an employee they didn't like • Believe that personality versus performance determines rating • Mental model of managers -- can't give bad feedback or "she'll cry" • Mental model of employee - don't provide input on mistakes or things could have done better as it could affect your rating • Mental model of manager -- afraid to give "needs improvement" because person may be forced out 	<p>Systemic</p> <ul style="list-style-type: none"> • Competition for a limited number of "Exceed" ratings undermines team effectiveness (x2) • Team goals but no dialogue. feedback or team accountability • No sharing of "lessons learned" or "best practices" 	<p>Systemic</p> <ul style="list-style-type: none"> • Needs of location or function take precedent over needs of larger organization -- driven by internal competition for results & ratings

Chart 9D: Inhibitors to Individual, Team and Organizational Learning at Northern Telecom Ltd.
 - Performance Measurement Continued

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Measurement	<p>Lack of Dialogue</p> <ul style="list-style-type: none"> • No dialogue at year-end (x4) • No ongoing dialogue or feedback (x3) • Employee lacks knowledge of how his performance will be appraised at year-end <p>Mistrust</p> <ul style="list-style-type: none"> • Credibility of manager lacking because of lack of knowledge of employee's role and accomplishments (x5) • Employee's MFA used to benefit manager not help employee -- "if there's something in someone else's MFA that can support him, then it will get written, if not, forget it" <p>Negative Role Model</p> <ul style="list-style-type: none"> • Poor senior management role models (x2) <p>Systemic</p> <ul style="list-style-type: none"> • MFA written by employee in such a way as to support "exceed" rating (x3) • No consequences for not achieving objectives (x2) • Manager writes summary to match the rating they want to give versus real performance • Excuses and blaming accepted as reasons for non-performance • Performance rating based on perceptions and gut-feel rather than facts • No link between performance rating and explanation because are limited to X number of exceeds • No criteria established to base feedback or appraisal on • Measured against original "written" objectives even though priorities changed during years • Objectives changes at year-end to reflect accomplishments • Very subjective application of ratings -- manager dependent 		

*Chart 9E: Inhibitors to Individual, Team and Organizational Learning at Northern Telecom Ltd.
- Rewards and Recognition*

Phase	Learning Inhibitors		
	Individual	Team	Organization
Rewards and Recognition	<p>Systemic</p> <ul style="list-style-type: none"> • Forced distribution of ratings fails to properly recognize strong performers (x3) • Rewards not linked to performance (x3) • No recognition for objectives not identified on original plan • No way of recognizing high performing employees who are at top of salary band 		<p>Systemic</p> <ul style="list-style-type: none"> • No recognition for work done in support of organizational needs versus local group needs

Chart 10: Frequency of Responses - Learning Inhibitors at Northern Telecom Ltd.

Phase	Learning Inhibitors								
	Ineffective Coaching	Ineffective Comm. & Feedback	Lack of Dialogue	Mental Models	Mistrust	Negative Role Models	Lack of Motivation	Skills & Knowledge	Systemic/ Total
Individual Learning	10	26	14	16	7	6	0	7	27/113
• Perf. Plng.	4	1	4	8	-	3	-	0	1/21
• Perf. Devt.	6	13	2	3	1	1	-	7	3/36
• Perf. Meas.	-	18	8	5	6	2	-	-	13/52
• R & R	-	-	-	-	-	-	-	-	4/4
• General	-	-	-	-	-	-	-	-	-
Team Learning	0	0	0	0	0	0	0	0	10/10
• Perf. Plng.	-	-	-	-	-	-	-	-	3/3
• Perf. Devt.	-	-	-	-	-	-	-	-	4/4
• Perf. Meas.	-	-	-	-	-	-	-	-	3/3
• R & R	-	-	-	-	-	-	-	-	-/0
• General	-	-	-	-	-	-	-	-	-/0
Organizational Learning	0	1	0	0	0	0	0	-	2/3
• Perf. Plng.	-	1	-	-	-	-	-	-	-/1
• Perf. Devt.	-	-	-	-	-	-	-	-	-/0
• Perf. Meas.	-	-	-	-	-	-	-	-	1/1
• R & R	-	-	-	-	-	-	-	-	1/1
• General	-	-	-	-	-	-	-	-	-/0
Total	10	33	14	16	7	6	0	7	33/126

4.3 Xerox Canada Ltd.

The most striking difference between the data collected from the two focus groups of Xerox Canada service employees, and that of de Havilland and Northern Telecom, is that there are more data points identified as learning enablers than inhibitors. As well, for the first time, team learning has more data than individual learning. The fact that the service employees are working in empowered teams is definitely a major contributor to the latter finding. In addition, Xerox Canada has facilitated this result through the modification of the COMIT process to work in a high performance team environment, and the development of a supporting infrastructure and processes. Although, the relative number of responses is much lower in the area of organizational learning, the content of the data points to a very disciplined alignment and feedback process. This is a strong indication that organizational learning is occurring even though there is insufficient data to be able to determine its extent and effectiveness.

There are four categories identified as both individual and team learning enablers. These are "systemic factors", "dialogue", "communication and feedback" and "coaching". Combined, they account for over 90% of the data. The majority of the systemic factors emphasize the value of the company's "policy deployment" process, and other enabling processes, such as developing work group mission statements and operating norms, in fostering learning. These processes have built in feedback loops that allow the organization to monitor its progress and effectiveness right down to the teams, while shifting accountabilities to the lowest level in the organization. This is supported by the company's gain sharing program which tend to foster collaborative versus competitive behaviour, as well as provide an incentive for learning.

Directly linked to these systemic factors is dialogue. The infrastructure and processes have created an environment where inquiry and open communication naturally happen. In order for the teams to develop business tactics to achieve their performance targets, they must share their knowledge and experience to solve problems and optimize team results. To this end, one of the service teams

created a "technical round table" which meets weekly to discuss technical issues and share lessons learned and best practices. In addition, for both teams, staff meetings are a regular occurrence, as is ongoing daily communication. Dialogue is also fostered with other teams through member involvement in cross-functional and cross-CBU process teams.

Communication and feedback is the primary enabler of individual learning within the service teams. This is directly attributable to the introduction and use of the peer review process, as well as the gain sharing plan -- arguably, this could have been categorized as a systemic factor. The peer review requires that the individual reflects on his or her results and then participates in a group debrief meeting to get clarification of the data and further feedback. Although there are some difficulties because of the relatively low level of feedback skills among the team members, in the final analysis, the individual receives specific feedback from people who are knowledgeable about both their work and their personal capabilities. The gain sharing plan provides incentive for teams to address performance issues with individuals who are not generating the expected results. This feedback tends to occur as issues arise so that immediate corrective action can be taken. Although in its early stages, this feedback is already having an impact.

The final factor is coaching. Primarily as a result of the shift to high performance teams, the role of managers has changed to that of coaches and facilitators. The data collected indicated that this coaching is assisting both team and individual learning by improving work processes, as well as providing guidance in the completion of new tasks. For example, the OEM, or coach, spent approximately twenty minutes before one of my focus groups answering questions about the latest results report, as well as providing suggestions on how the information might be used.

The learning enablers were fairly evenly distributed across the three primary performance management phases -- performance planning, development and measurement.

Although the results for Xerox Canada were quite positive, there are opportunities to enhance the organization's effectiveness, as it pertains to learning, even further. There is a definite need to further develop the skills and knowledge of both managers/coaches and team members in fulfilling their new roles, as well as continue to fine-tune the systemic processes. In particular, timely reports and supporting data needs to be made available; targets should be reviewed to ensure the indicators are within the team's power to influence; and more attention should be given to the core work processes within each team. As in the other two organizations, communications and feedback is also an area where further strides can be taken. This is a dual problem with "skills and knowledge" as most of the problems centre around ineffective giving and receiving of feedback, or around insufficient input from the coach.

Many of these inhibitors are the result of growing pains experienced by the organization in its transition to high performance teams. Fortunately, the feedback and monitoring process has resulted in plans to address all of these areas. The more difficult challenge will be overcoming the issues of mistrust, lack of motivation, and mental models that were observed in one of the service teams. Many employees are struggling with the expectations being placed on them as a result of working in a high performance team. This is reflected in the following quotes from some of the service team members:

"This is the manager's job, not mine. I don't get paid to do this."

"I don't want to have to deal with this stuff. Just let me fix the machines..."

"My experience with the first peer review wasn't very positive. I walked out of their pretty angry. I'm really not sure that I want to go through that again."

As described previously, the gradual evolution of the COMIT process underlines that this has been a slow process of transformation. Mistakes were made but these were identified through the company's feedback loops so that they could be dealt with in a timely manner. Fundamentally, I believe that the extremely strong integration of COMIT in the business planning process, combined

with an infrastructure of support systems, tools and processes, which is supported by a high performance, quality culture has enabled this success to occur. Validation of this hypothesis is, however, an opportunity for further research.

Chart 11A: Enablers to Individual, Team, and Organizational Learning at Xerox Canada Ltd.
- Performance Planning and Performance Development

Phase	Learning Enablers		
	Individual	Team	Organization
Performance Planning	<p>Dialogue</p> <ul style="list-style-type: none"> • Dialogue with work group and manager to understand work group's performance expectations (x12) <p>Critical Reflection</p> <ul style="list-style-type: none"> • Forced me to think about what's happening in the business (x3) 	<p>Coaching</p> <ul style="list-style-type: none"> • Manager/coach providing coaching on performance measures and enablers (x12) <p>Dialogue</p> <ul style="list-style-type: none"> • Group dialogue to understand performance requirements is ongoing (x12) • Team dialogue on performance targets and business conditions in their area (x6) • Talk about key work processes makes us discuss how we can do things better (x6) <p>Systemic</p> <ul style="list-style-type: none"> • Work group develops mission statement (x12) • Operating norms developed by work groups (x12) 	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • Process in place to feed back to Corporate <p>Systemic</p> <ul style="list-style-type: none"> • Departmental and work group goals aligned with organization goals & strategy (x12) • Organization's vision, priorities and values (cultural dimensions) integrated into COMIT forms - visible to all
Performance Development	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • Peer review provides multi-source feedback (x12) • Managers available to give one-on-one feedback if desired (x4) • Individual employees prepare development plans based on peer feedback - creates personal ownership combined with team motivation (x5) • People who are knowledgeable are giving feedback (peers) (x12) • Starting to give more specific feedback to each other (x6) • Giving and receiving feedback regularly from peers (x6) <p>Personal Motivation</p> <ul style="list-style-type: none"> • Have to want to learn how to operate in teams. No one can make someone else do it if they don't want to (x4) <p>Positive Role Models</p> <ul style="list-style-type: none"> • Trained facilitators available to assist at peer reviews - role model process (x5) 	<p>Coaching</p> <ul style="list-style-type: none"> • Starting to help less experienced team members more often (x6) • Manager/facilitator coaching team on how to work together more effectively (x6) <p>Comm/Feedback</p> <ul style="list-style-type: none"> • Feedback on cultural dimensions from peers provides information on team capabilities (x6) • Team reviews skill requirements of team and develops team development plan - information provided on skill requirements to facilitate process (x6) <p>Dialogue</p> <ul style="list-style-type: none"> • Peer review provides opportunity to discuss issues as a group (x12) 	<p>Comm/Feedback</p> <ul style="list-style-type: none"> • Facilitators share findings with each other to help improve process implementation in other teams • Review of initial implementation completed resulting in lessons learned and strengths being identified • Each work group provided feedback on opportunities to improve peer review process plus identify what is working well (x2)

Chart 11B: Enablers to Individual, Team, and Organizational Learning at Xerox Canada Ltd.
 - Performance Measurement, Rewards and Recognition and General

Phase	Learning Enablers		
	Individual	Team	Organization
Performance Measurement	<p>Coaching</p> <ul style="list-style-type: none"> Managers provide coaching on performance metrics to ensure team members know how their performance is contributing to the group's results (x12) <p>Dialogue</p> <ul style="list-style-type: none"> Discussion with other team members helping me to understand the indicators and how to read the results (x6) <p>Critical Reflection</p> <ul style="list-style-type: none"> Seeing results can compare how I'm doing against everyone else for first time. I can see if I've got a problem that I'm not aware of <p>Systemic</p> <ul style="list-style-type: none"> Performance is based on facts versus perceptions (x12) 	<p>Coaching</p> <ul style="list-style-type: none"> Coaching provided to team on interpreting results and developing plans to address problem areas (x12) <p>Dialogue</p> <ul style="list-style-type: none"> Team created a Technical Round Table to address difficult technical problems and share lessons learned, skills and knowledge (x6) Hold weekly team meetings to review results and discuss issues and news (x12) Most are members of cross-CBU teams so get to learn from what others are doing (x6) <p>Personal Motivation</p> <ul style="list-style-type: none"> Don't need to worry about people not contributing. When they see their results, pride will cause them to improve. We don't have to say anything (x6) <p>Positive Role Models</p> <ul style="list-style-type: none"> Facilitator/coach provides good example of how to run meetings and deal with performance (x6) <p>Systemic</p> <ul style="list-style-type: none"> Clear responsibilities assigned to ensure team has what it needs to monitor its performance (x2) 	<p>Systemic</p> <ul style="list-style-type: none"> Information systems provide organization with feedback on alignment and performance issues
Rewards and Recognition	<p>Systemic</p> <ul style="list-style-type: none"> Individuals are not competing against one another for merit pay (x12) 	<p>Systemic</p> <ul style="list-style-type: none"> Gain sharing program encourages group dialogue around plans, achievements, team capabilities etc. (x12) 	<p>Systemic</p> <ul style="list-style-type: none"> Feedback loop created and maintained to ensure continual improvement of process
General	<p>Comm/Feedback</p> <ul style="list-style-type: none"> Employees have been equipped with laptop computers to make access to information easier (x12) 	<p>Systemic</p> <ul style="list-style-type: none"> Team process roles are assigned by the work group to team members - everyone has a role to help the team operate effectively (x12) 	

Chart 12: Frequency of Responses - Learning Enablers at Xerox Canada Ltd.

Phase	Learning Enablers								
	Coaching	Comm. & Feedback	Dialogue	Personal Motivation	Positive Role Models	Critical Reflection	Skills & Knowl.	Systemic	Trust/ Total
Individual Learning	12	45	18	4	5	4	0	36	0/124
• Perf. Plng.	-	-	12	-	-	3	-	-	-/15
• Perf. Devt.	-	45	-	4	5	-	-	-	-/54
• Perf. Meas.	12	-	6	-	-	1	-	12	-/31
• R & R	-	-	-	-	-	-	-	12	-/12
• General	-	-	-	-	-	-	-	12	-/12
Team Learning	36	12	60	6	6	0	0	50	0/170
• Perf. Plng.	12	-	24	-	-	-	-	24	-/60
• Perf. Devt.	12	12	12	-	-	-	-	-	-/36
• Perf. Meas.	12	-	24	6	6	-	-	2	-/50
• R & R	-	-	-	-	-	-	-	12	-/12
• General	-	-	-	-	-	-	-	12	-/12
Organizational Learning	0	5	0	0	0	0	0	14	0/19
• Perf. Plng.	-	1	-	-	-	-	-	13	-/14
• Perf. Devt.	-	4	-	-	-	-	-	-	-/4
• Perf. Meas.	-	-	-	-	-	-	-	1	-/1
• R & R	-	-	-	-	-	-	-	-	-/0
• General	-	-	-	-	-	-	-	-	-/0
Total	48	62	78	10	11	4	0	100	0/307

It is important to remember that the methodology used to collect data at Xerox Canada Ltd. involved focus groups of service teams rather than the one-on-one interviews conducted at De Havilland and Northern Telecom. This makes it impossible to compare the frequency of the

responses, however, it is still a useful way to illustrate the types of learning enablers that exist. The numbers may, however, be somewhat misleading as they reflect the number of focus group participants who agreed with a statement made by a team member. It is unlikely that the numbers would be as high if an interview has been used.

Chart 13A: Inhibitors to Individual, Team and Organizational Learning at Xerox Canada Ltd. - Performance Planning

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Planning	<p>Lack of Dialogue</p> <ul style="list-style-type: none"> • Would have liked to have a chance to input to the targets -- management doesn't know what's really going on out here (x6) <p>Mental Models</p> <ul style="list-style-type: none"> • This is the manager's job not mine. I don't get paid to do this (x4) <p>Mistrust</p> <ul style="list-style-type: none"> • Sometimes I'm afraid to ask questions cause I might look stupid (x3) <p>Lack of Motivation</p> <ul style="list-style-type: none"> • Resistance to doing manager's job - "just let me fix the machines" (x3) • We're already too busy just getting the job done and now they want us to do all this other stuff as well (x2) <p>Skills & Knowledge Gap</p> <ul style="list-style-type: none"> • We're expected to go out and do it but none of have ever had to manage a business before. Not sure we know how (x4) • Lack the computer skills to be able to get the information we need (x4) 	<p>Skills & Knowledge Gap</p> <ul style="list-style-type: none"> • Don't know how to use all this data (x4) • Don't have good ways of dealing with disagreements so tend sometimes not to make decisions. As a result, people go off and do their own thing (x5) <p>Systemic</p> <ul style="list-style-type: none"> • Some mandated targets and metrics are outside of work groups' ability to influence (x12) • Don't pay much attention to the team processes therefore lack awareness of process and skill deficiencies in team capabilities (x8) 	

Chart 13B: Inhibitors to Individual, Team and Organizational Learning at Xerox Canada Ltd.
- Performance Development

Phase	Learning Inhibitors		
	Individual	Team	Organization
Performance Development	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • Peer review used inappropriately such as giving feedback on personality traits or work-family balance issues (x6) • Lots of surprises on paper caused defensiveness and feelings of being under attack (x4) <p>Mental Models</p> <ul style="list-style-type: none"> • Mental models of employees that this is the manager's role (x4) <p>Skills & Knowledge Gaps</p> <ul style="list-style-type: none"> • Onus is on the individual to develop their own development plan but most don't have skills necessary to do this effectively (x10) 	<p>Ineffective Coaching</p> <ul style="list-style-type: none"> • Lack of required support by some managers (x6) • Manager's too busy (too many people and teams) to coach teams (x6) <p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • No feedback from coach on how we are doing as a team - how we are developing (x6) <p>Mistrust</p> <ul style="list-style-type: none"> • Fear of how team review was going to be used caused some ratings to be artificially high (x12) <p>Skills & Knowledge Gaps</p> <ul style="list-style-type: none"> • Lack skills necessary to address team development issues beyond technical skill requirements (x4) • Ineffective facilitation skills of some managers (x6) • Team members lack knowledge and skills of how to deal with change and different personalities etc. (x7) 	<p>Systemic</p> <ul style="list-style-type: none"> • Feedback loop not created and maintained to ensure continual improvement of process • Reliant on a few key individuals to keep momentum going

*Chart 13C: Inhibitors to Individual, Team and Organizational Learning at Xerox Canada Ltd.
- Performance Measurement, Rewards and Recognition and General*

Performance Measurement	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • Don't discuss individual performance even though some aren't pulling their own weight (x4) <p>Mental Models</p> <ul style="list-style-type: none"> • Mental models of employees e.g. giving feedback and dealing with performance problems is a manager's job (x4) • Giving critical feedback or putting pressure on someone causes more problems than it solves (x3) <p>Mistrust</p> <ul style="list-style-type: none"> • "I'm sure their (Corporate) numbers are wrong. My calculations show us doing a lot better" <p>Skills & Knowledge Gap</p> <ul style="list-style-type: none"> • People "ganging up" on some team members (x12) • Don't know how to give feedback to other people without causing problems such as hurting their feelings (x3) 	<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • Don't get any feedback from coach on how we are doing as a team (x6) <p>Skills & Knowledge Gap</p> <ul style="list-style-type: none"> • Lack skills to deal with poor contributors (x4) • Lack of training and coaching on how to address shortfalls in results e.g. business plans (x6) • Avoid potential conflict among team members (x12) <p>Systemic</p> <ul style="list-style-type: none"> • Some targets promote competitiveness between teams which blocks sharing of best practices and lessons learned (x12) 	
Rewards and Recognition		<p>Ineffective Comm/Feedback</p> <ul style="list-style-type: none"> • Late publishing of results caused teams to receive their cheques without understanding the reason for it (x9) <p>Systemic</p> <ul style="list-style-type: none"> • Some work groups had unrealistic targets which resulted in no payout leading to negative view of process and increased resistance (x6) 	
General	<p>Lack of Motivation</p> <ul style="list-style-type: none"> • Feelings of being forced to conform - no choice and little dialogue (x3) • Pressure is high to adapt to the new model which is very stressful and threatening to some causing resistance (x2) • Happened too fast, leadership vacuum left behind (x4) 		

Chart 14: Frequency of Responses - Learning Inhibitors at Xerox Canada Ltd.

Phase	Learning Inhibitors								
	Ineffective Coaching	Ineffective Comm. & Feedback	Lack of Dialogue	Mental Models	Mistrust	Negative Role Models	Lack of Motivation	Skills & Knowledge	Systemic/ Total
Individual Learning	0	14	6	15	3	0	15	33	9/95
••Perf. Plng.	-	-	6	4	3	-	5	8	-/26
••Perf. Devt.	-	10	-	4	-	-	-	10	-/24
••Perf. Meas.	-	4	-	7	-	-	1	15	-/27
• R & R	-	-	-	-	-	-	-	-	-/0
• General	-	-	-	-	-	-	9	-	9/18
Team Learning	12	21	0	0	12	0	17	31	38/131
••Perf. Plng.	-	-	-	-	-	-	-	9	20/29
••Perf. Devt.	12	6	-	-	12	-	17	-	-/47
• Perf. Meas.	-	6	-	-	-	-	-	22	12/40
• R & R	-	9	-	-	-	-	-	-	6/15
• General	-	-	-	-	-	-	-	-	-/0
Organizational Learning	0	0	0	0	0	0	0	0	2/2
••Perf. Plng.	-	-	-	-	-	-	-	-	0/0
• Perf. Devt.	-	-	-	-	-	-	-	-	2/2
••Perf. Meas.	-	-	-	-	-	-	-	-	-/0
• R & R	-	-	-	-	-	-	-	-	-/0
• General	-	-	-	-	-	-	-	-	-/0
Total	12	35	6	15	15	0	32	64	49/218

Chapter 5: Observations and Implications for Further Research

This thesis began by examining performance management systems from a theoretical perspective. During this search, it became apparent that a lot of these systems have significant problems, many of which have a direct impact the learning of individuals, teams and organizations. However, no research could be found that specifically addressed the impact that performance management systems have on learning in organizations.

This research has attempted to identify both enablers and inhibitors to individual, team and organizational learning by examining the experiences of employees within three major organizations -- de Havilland Inc., Northern Telecom Ltd. and Xerox Canada Ltd. Using a grounded theory approach, the raw data from sixteen interviews and two focus groups was sorted, with the result being nine categories of enablers and nine categories of inhibitors.

Unfortunately, little evidence of organizational learning was uncovered, although this may be a result of the research methodology. A more effective approach might have been to use process mapping techniques that chart the actual steps followed in the process, then to compare the reality to the theoretical model for the purpose of identifying barriers and deviations from the expressed goals. In particular, Xerox Canada showed evidence that organizational learning was occurring in comments made both by subject matter experts and the focus group participants. Systemic factors such as policy deployment strategies, integration in the business planning process, and rigorous feedback and monitoring of results and process effectiveness, have the potential to significantly affect organizational learning.

Team learning was very evident in Xerox Canada, as one might expect given that the research participants were members of high performance teams. It was, however, the only organization of the three that provided a significant amount of data in this area. Every element of the performance management process in some way affected team learning. The specific features of Xerox Canada's performance management system that appear to enable team learning are: a disciplined and rigorous policy deployment process, augmented by tactical team level planning; peer reviews and feedback; team accountability for results; and a gain sharing program. All of these are supported by an entrenched quality and high performance culture. In addition to these systemic factors, dialogue, communication and feedback, and coaching contributed to the learning process, while a lack of skills and knowledge, as well as other systemic barriers, acted as inhibitors. The systemic barriers were primarily "growing pains" in the transition to new team-oriented processes. These included the need to ensure that key indicators were within the teams' ability to influence and that the peer review session was debriefed by a skilled facilitator.

Given that the non-systemic enablers were not apparent in the other two organizations, it is possible to conclude that systemic factors are a precursor to the other enablers of team learning, and even team learning itself. If this is indeed true, organizations that are committed to fostering team learning will need to adopt processes and supporting infrastructures that create an environment for learning to occur, such as those applied in Xerox Canada. Although there is supporting evidence for these statements in this research study, further investigation is required to identify other processes that enable team learning. This will require an in-depth examination of several team-oriented organizations, in order to gain access to a broader cross-section of performance management systems and tools. In particular, it would be interesting to compare performance-driven versus development-driven approaches in team-based organizations.

Individual learning was affected both positively and negatively in all three companies, and by all performance phases, but particularly, performance planning, development, and measurement. De

Havilland showed the greatest ratio of inhibitors to enablers at 3:1, while Northern Telecom was 1.6:1, and Xerox Canada 0.7:1.

Interestingly, de Havilland's performance development process and Northern Telecom's performance measurement process provided the greatest source of individual learning inhibitors in each organization. This is interesting because de Havilland's performance management system is a development-driven model while Northern Telecom's is performance-driven. This suggests that the key sub-processes in each system are not effectively fostering or supporting individual learning.

For example, at de Havilland examples were given that indicate that development planning is viewed as an "event" versus a continual process of learning and growth; that development plans are not connected to the self-assessment of behavioural strengths and weaknesses, nor, in some cases, to the results of 360° feedback surveys; and, a key element of the development process are behaviours that are difficult to compare oneself against, due to the lack of benchmarks and specific definitions. Similarly, respondents at Northern Telecom, indicated that "the performance appraisal process is a farce", providing data such as the highly subjective nature of the assessment; the forced ranking of employees to meet a preset number at each performance level; objectives being written at year-end to match or exceed achievement; people being held accountable to objectives that are no longer relevant a year later; and, others writing their own appraisal and rating.

These types of responses indicate that there are serious problems with these processes, which are exacerbated by a lack of credibility in the organizations. As a result, more inhibitors than enablers are at work in the organizations. The reverse is true in Xerox Canada, where enablers of individual learning outnumber inhibitors. In this case, the systemic enablers of team learning have also positively affected individual learning, creating an environment where other enablers, such as coaching, dialogue and feedback can emerge.

Once again, it is possible to conclude that systemic effectiveness is a precursor to individual learning in organizations. However, further research is necessary to determine the processes that foster this learning in organizations that are not team-oriented. It is possible that teams are a base criteria for effective learning at all levels, however, a deeper look at performance-driven and development-driven organizations is required in order to draw this conclusion.

In closing, this research project has shown that systemic factors in performance management systems have a significant impact on learning in organizations. They create the environmental conditions, including infrastructures and processes, that allow learning enablers to emerge and learning to occur. The opportunities for further research are extensive. Hopefully, this study will provide other researchers with a foundation from which to pursue new, ground-breaking studies in the future.

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Appendix A: Letter of Consent

Name
Street Address
City, Province
Postal Code

Re: Letter of Consent per Participation in Research Study Titled:
"Performance Management Systems as an Enabler or Inhibitor to Learning in Organizations"

Date

Dear .

This letter is to request your informed consent as a participant in the research project titled "*Performance Management Systems as an Enabler or Inhibitor to Learning in Organizations*". The primary purpose of this project is to identify the specific elements of three organizations' Performance Management Systems that either support or interfere with individual, team and organizational learning. A secondary goal is to identify the aspects of these Performance Management Systems that result in behaviors that are either consistent or inconsistent with the expressed goals of the system, such as improved organizational performance. This study is being conducted in order to meet the thesis requirements for my Masters degree in Adult Education (Developing Human Resources) at the Ontario Institute for Studies in Education.

You are one of approximately six to eight people in your organization that have been randomly selected from a list of employees with greater than one year service who reside in the Greater Toronto Area. Your involvement, should you choose to participate, will consist of a 1 hour interview. Upon completion of all of the interviews, the data will be content analyzed for common themes which will then be compared to the other organizations.

As a participant in this research project, you will have the opportunity to gain an enhanced understanding of how Performance Management Systems affect learning in organizations through a summary report of the findings which will be distributed in the November-December 1995 time frame.

The risk to the participants in this research study are minimal. The key concern is the potential access to either raw data or the comparative analysis outcomes as they pertain to the specific individual by people within your organization. Precautionary steps have been taken to protect you from this situation.

In order to protect anonymity, each respondent will be assigned a confidential code name. This will ensure that information specific to each individual will remain confidential. Although the interview will be taped and subsequently transcribed, the tapes will be erased and a single copy of the transcripts stored in a confidential file system in the researcher's office. This information will not be available to anyone outside the research team.

Be assured that you have the right to withdraw from this study at any time and for any reason however, your participation would be greatly appreciated. Please sign below to indicate that you have read this letter of consent and are comfortable with proceeding as a respondent in this research project. If you have any questions or concerns, please contact me at 905-430-7769 for further information.

Regards,

Nancie J. Evans

Interviewee Signature

I am willing to have my interview audio-taped

Interviewee Signature

Date: _____

Appendix B: De Havilland Inc.

Appendix B.1 Bombardier Management Philosophy

Appendix B.2 Bombardier Appraisal Form

MISSION AND OBJECTIVES

THE MISSION OF BOMBARDIER IS TO BE A LEADER IN ALL MARKETS IN WHICH IT CHOOSES TO COMPETE. THIS WILL BE ACHIEVED THROUGH EXCELLENCE IN THE DESIGN, PRODUCTION, AND MARKETING OF ITS PRODUCTS, SYSTEMS, AND SERVICES BASED ON ITS TECHNOLOGIES AND COMPETENCIES.

ALL BOMBARDIER OPERATIONS MUST ACHIEVE AND MAINTAIN A WORLD CLASS LEVEL OF PERFORMANCE IN TERMS OF SERVICE AND RESPONSIVENESS TO THEIR CUSTOMERS AND MARKETS; THEY MUST ALL CREATE ECONOMIC VALUE TO SUSTAIN THEIR GROWTH AND PROVIDE A RETURN TO THE CORPORATION'S SHAREHOLDERS.

PRODUCTS AND SERVICES

BOMBARDIER CLOSELY FOLLOWS THE EVOLVING NEEDS OF ITS CUSTOMERS AND MARKETS AND RESPONDS BY PROVIDING, IN A TIMELY FASHION, HIGH QUALITY PRODUCTS AND SERVICES AND THE BEST VALUE.

BOMBARDIER IS CHARACTERIZED BY TECHNICAL AND ADMINISTRATIVE INNOVATION, A CONTINUING QUEST FOR NEW PRODUCTS AND SERVICES, AND OPTIMAL PRODUCTIVITY.

HUMAN RESOURCES

BOMBARDIER PROUDLY ACKNOWLEDGES THE ESSENTIAL CONTRIBUTION ITS EMPLOYEES HAVE MADE TO THE SUCCESS OF THE CORPORATION.

BOMBARDIER BELIEVES THAT A LASTING AND MUTUALLY BENEFICIAL RELATIONSHIP WITH ITS PERSONNEL IS ESSENTIAL FOR ITS COMPETITIVENESS AND PERFORMANCE.

IN ALL ITS OPERATIONS, BOMBARDIER PROMOTES A CLIMATE FAVORABLE TO ENTREPRENEURSHIP, COMMITMENT, TRUST, AND TEAMWORK AMONG ITS EMPLOYEES. BOMBARDIER STRIVES TO FOSTER A WORK ENVIRONMENT WHICH IS CHALLENGING AND REWARDING FOR ALL OF ITS PERSONNEL.

BOMBARDIER SUPPORTS ITS EMPLOYEES' PERSONAL DEVELOPMENT AND FACILITATES THEIR CAREER DEVELOPMENT WITHIN THE CORPORATION.

BOMBARDIER PROVIDES A SAFE WORKING ENVIRONMENT, COMPETITIVE COMPENSATION AND BENEFITS, AND ADHERES TO EMPLOYMENT EQUITY PRACTICES.

COMMUNICATIONS

BOMBARDIER ENCOURAGES THE INDIVIDUAL EXPRESSION OF IDEAS AND SUGGESTIONS AIMED AT IMPROVING THE PERFORMANCE OF THE CORPORATION.

INFORMATION ON GOALS, POLICIES, ACHIEVEMENTS, AND ECONOMIC PERFORMANCE OF ITS OPERATIONS IS MADE AVAILABLE TO EMPLOYEES.

ORGANIZATION

BOMBARDIER IS A DIVERSIFIED CORPORATION, CONSISTING OF AUTONOMOUS OPERATING GROUPS WITH THE AUTHORITY AND THE RESPONSIBILITY TO ACHIEVE THEIR RESPECTIVE OBJECTIVES WITHIN THE FRAMEWORK OF THE CORPORATION'S PRINCIPLES, POLICIES, AND MONITORING SYSTEMS.

BOMBARDIER PROMOTES AND ENCOURAGES MEASURES TO OPTIMIZE ALL STRATEGIC BENEFITS FROM COOPERATION, COORDINATION, AND THE TRANSFER OF KNOW-HOW BETWEEN ITS OPERATING GROUPS.

BOMBARDIER ENSURES THAT ITS GROUPS AND DIVISIONS ARE MANAGED IN A MANNER CONSISTENT WITH THE PRINCIPLES OF THE BOMBARDIER MANAGEMENT PHILOSOPHY.

ENVIRONMENT

BOMBARDIER CONSIDERS THE PROTECTION OF THE ENVIRONMENT TO BE A PRIORITY FOR THE HEALTH, SAFETY, AND WELFARE OF ITS EMPLOYEES AND THE GENERAL PUBLIC.

SOCIAL ROLE

BOMBARDIER RECOGNIZES ITS RESPONSIBILITY TO OPERATE IN A MANNER WHICH IS RESPECTFUL OF THE SOCIAL VALUES AND ECONOMIC CONDITIONS IN THE COUNTRIES, REGIONS, AND COMMUNITIES IN WHICH IT CARRIES OUT ITS ACTIVITIES.

APPRAISAL FORM

PERFORMANCE MANAGEMENT PROGRAM



EMPLOYEE

#

TITLE

DIVISION

DEPARTMENT

LENGTH OF SERVICE (IN COMPANY)

LENGTH OF SERVICE (IN PRESENT POSITION)

IMMEDIATE SUPERVISOR

HIERARCHICAL SUPERVISOR

PERIOD COVERED :

FROM

TO

DATE OF APPRAISAL

OBJECTIVES

 Refer to User's Manual / **Establishing your Objectives**

OBJECTIVES AND OTHER RESULTS *	MEASURING INDEX **

* **OTHER RESULTS** : Refer to User's Manual / **Role Clarification**
** **MEASURING INDEX** : Refer to User's Manual / **Establishing your Objectives**

PERIODIC REVIEW

☞ Refer to User's Manual / Performance Appraisal

FEEDBACK ON OBJECTIVES

STATUS :	DATE :
STATUS :	DATE :
STATUS :	DATE :
STATUS :	DATE :
STATUS :	DATE :
STATUS :	DATE :
STATUS :	DATE :
STATUS :	DATE :
STATUS :	DATE :

STATUS
A: ADDED **D:** DELAYED
CA: CANCELLED **M:** MODIFIED
CO: COMPLETED **P:** PROGRESSING

RESULTS

☞ Refer to User's Manual / Performance Appraisal

COMMENTS

RESULT :	<input type="text"/>
RESULT :	<input type="text"/>
RESULT :	<input type="text"/>
RESULT :	<input type="text"/>
RESULT :	<input type="text"/>
RESULT :	<input type="text"/>
RESULT :	<input type="text"/>

IR: INADEQUATE RESULTS **SR:** SUPERIOR RESULTS
RP: RESULTS PARTIALLY ACHIEVED **OR:** OUTSTANDING RESULTS
RA: RESULTS ACHIEVED

BEHAVIORS

☞ Refer to User's Manual / **Establishing your Objectives / Performance Appraisal**

CRITERIA	DEGREE	✓	COMMENTS
COMMITMENT • Fully assumes responsibilities • Belonging and identification • Positive attitude	ND		
ENTREPRENEURSHIP • Willing to take on projects • Ability to develop business and other opportunities • Takes calculated risks	ND		
INNOVATION • Ability to generate and create new ideas • Leaves beaten track • Associates existing ideas	ND		
JUDGMENT • Analyzes situations with proper judgment • Makes well founded and educated decisions	ND		
LEADERSHIP • Ability to influence, mobilize and foster personal commitment while adhering to Company and Division cultural values	ND		
PERSEVERANCE • Ability to make sustained efforts to overcome obstacles intelligently and with determination	ND		
PROFESSIONALISM • Perfect knowledge of rules and concepts • Ethics, integrity, honesty	ND		
RIGOR / SELF DISCIPLINE • Ability to express ideas logically and coherently • Ability to plan operations and manage time efficiently	ND		
TEAMWORK • Contribution to achievement of unit's objectives • Respect for others • Cooperation	ND		

DEGREE : ND : NEEDS DEVELOPMENT / SAT : SATISFACTORY / SUP : SUPERIOR

PERFORMANCE

 Refer to User's Manual / Performance Appraisal

STRONG POINTS AND IMPROVEMENT SHOWN : _____

POINTS TO IMPROVE : _____

WORK INTERESTS / CAREER PERSPECTIVES : _____

ANNUAL PERFORMANCE APPRAISAL					
RESULTS	✓	BEHAVIORS	✓	OVERALL PERFORMANCE	✓
INADEQUATE		NEEDS DEVELOPMENT		INADEQUATE	
PARTIALLY ACHIEVED				FAIR	
ACHIEVED		SATISFACTORY		GOOD	
SUPERIOR				SUPERIOR	
OUTSTANDING		SUPERIOR		OUTSTANDING	

Summary of page 3

Summary of page 4

EMPLOYEE COMMENTS : _____

Please detach and forward to your Divisional Human Resources Department for record purposes only, keeping copy of pages 5 and 6 for your own records.

DEVELOPMENT OBJECTIVES	MAIN DEVELOPMENT ACTIVITIES	RESP.

COMMENTS : _____

EMPLOYEE

Signature

DATE

IMMEDIATE SUPERVISOR

Signature

DATE

HIERARCHICAL SUPERVISOR

Signature

DATE

Appendix C: Northern Telecom Ltd.

Appendix C.1 Northern Telecom Ltd. Managing for Achievement

Appendix C.2 Northern Telecom Ltd. Sample from Development Map



Managing For Achievement			
Employee Name	<input type="text"/>		
	<small>Last</small>	<small>First</small>	<small>Initials</small>
Position Title	<input type="text"/>		
Employee ID #	<input type="text"/>	MFA Year	<input type="text" value="1996"/>

This worksheet enables employees and managers to track progress in implementing and managing the MFA process. For information, assistance or background on any element of the MFA process, please consult the Note Pages of this form.

MFA Overview and Core Values of NT

The MFA process provides a means of translating the Corporation's Spirit, Mission, and Core Values into work plans, actions and behaviors for the coming year. The MFA process provides the opportunity for both employees and their managers to initiate and participate in performance discussions, give and receive feedback on progress toward business and development objectives, and demonstrate the Core Values.

Customers
We create superior value for our customers

Shareholder Value
We work to provide shareholder value

People
Our people are our strength

Teamwork
We share one vision/we are one team

Excellence
We have only one standard - excellence

Commitment
We fulfill our commitments and act with integrity

Innovation
We embrace change and reward innovation

Job Purpose

Define the employee's job purpose in relation to this year's business plan goals and objectives. This statement should answer the question: "Why does this job exist?"

Key Responsibilities

Outline the major responsibilities which support the Job Purpose. Define the scope of the position and key areas of activities against which specific objectives can be developed.

Performance Objectives

Employee ID #

MFA Year

1996

Info on which tool has help to write objectives.

Operating

Specific, measurable and challenging objectives that connect directly to the implementation of the business plan, budget and department plans.

People Development

Specific, measurable and challenging objectives which enhance the capabilities, skills and future contributions of people and teams.

Strengthening the Business

Specific, measurable and challenging objectives which will position the business for greater competitive and operational strength in the future. This might include Excellence! objectives which relate to ongoing processes and other activities to make the work unit stronger.

Development Plan

Employee ID #

MFA Year

1996

Individual Assessment

Strengths

Areas Requiring Development

Leadership Competencies

- Business and Organizational
- Thinking and Analytical
- Personal Effectiveness

S = Strength

D = Needs Demonstration

C = Demonstrated Competency

I = Needs Improvement

N = Not Applicable

- Interpersonal Skills
- Innovation/Change/Risk taking
- Customer Orientation

- Teamwork
- Leadership

Employee Career Interests

Development Plan

Development Focus

Actions Planned

Status/Timing

Progress Notes

Review Objectives and Development Plans periodically during the year. It is recommended that discussions take place each quarter

Employee ID #

MFA Year

1st Quarter

Manager's/Employee's Comments:

Agreements and actions for next review period:

2nd Quarter

Manager's/Employee's Comments:

Agreements and actions for next review period:

3rd Quarter

Manager's/Employee's Comments:

Agreements and actions for next review period:

4th Quarter

Manager's/Employee's Comments:

Agreements and actions for next review period:

Employee Name	[]		
	Last	First	Initials
Position Title	[]		
Employee ID #	[]	MFA Year	1996

Confidential, for internal use only

Performance Summary & Year End Discussion Notes

Performance Rating

<input type="checkbox"/> Exceeded	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Not Enough Information
<input type="checkbox"/> Achieved	<input type="checkbox"/> Unsatisfactory	

Performance History

1995	[]	1994	[]	1993	[]
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Placement Preferences

<input type="checkbox"/> Remain in present position (continue to develop skill and knowledge base)	<input type="checkbox"/> Broaden current responsibilities
<input type="checkbox"/> Development move to acquire broader experience	<input type="checkbox"/> Promotion

YES NO

Preferences, timing considerations

Willing to relocate within present country

<input type="checkbox"/>	<input type="checkbox"/>
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Willing to relocate outside present country

<input type="checkbox"/>	<input type="checkbox"/>
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[]

Manager's/Team Leader's/Project Manager's Comments

Manager's/Team Leader's/Project Manager's
Signature

Date

Approving
Signature

Date

This document is an objective summary of the employee's performance and reflects a proper and thorough implementation of the MFA process.

Employee's Comments

Employee's
Signature

Date

Signature does not imply agreement with the above information only that the manager has reviewed the above with the employee.

Northern Telecom Learning Institute

Development Map

An assessment and planning tool to help employees identify key skills and behaviors needed in the corporation, and find suggestions for on and off-the-job activities to strengthen leadership competencies

Not useful for promotion or transfer decisions. Use for development planning c



(Adapted from Jan. '92 Development Map
Designed by OD and NTLI)

January 1995

BUSINESS STRATEGY

General Definition of Leadership Dimension:

Understanding and using the organization's overall business strategy to achieve goals and objectives; identifying potential organizational problems and opportunities.

Key Behaviors:

1. Is aware of the organization's business strategy.
2. Ensures that departmental/unit goals are consistent with strategic business goals.
3. Communicates organizational goals to others.
4. Explains decisions in terms of organization's business goals and objectives.

Development Activities:

- Study and discuss with your manager or another organization expert, the strategic plan of your company. Identify ways in which your unit's goals support the strategic plan. Identify goals that do not support the strategic plan. Discuss the feasibility of modifying those goals, or creating new goals to better support the strategic plan.
- Attend meetings in which the organization's past performance and future goals and action strategies are presented and/or discussed.
- Read publications such as The Financial Post, Business Week, Fortune, The Wall Street Journal, etc. Identify business trends/developments and assess implications for your company.
- Conduct quarterly meetings with others to communicate organizational goals. Explain how your unit's goals support achievement of the strategic plan. Respond to questions and check for understanding. Obtain input on ways to better support the organization's business plan.
- Ask to be copied on key reports from functional areas related to your function.
- Ask a colleague to critique how well you link decisions to organization's business goals.

- Participate in Learning Institute's Strategic Business Planning, NT Products in Competitive Markets or Project Management Workshops.

Additional Learning Resources:

- Adizes, I. (1988). Corporate life cycles: The theory of how and why corporations grow and die and what to do about it. Englewood Cliffs, NJ: Prentice-Hall.
- Mitroff, I. (1987). Business not as usual: Rethinking our individual corporate and industrial strategies for global competition. San Francisco: Jossey-Bass.
- Robert, M. (1993). Strategy pure and simple: How winning CEO's outthink their competition. New York: Mc Graw Hill.

Appendix D: Xerox Canada Ltd.

- Appendix D.1 Xerox Canada Ltd. COMIT**
- Appendix D.2 Xerox Canada Ltd. Performance Review Process**
- Appendix D.3 Xerox Canada Ltd. Business Excellence Process Overview**
- Appendix D.4 Xerox Canada Ltd. Planning and Strategy Process**
- Appendix D.5 Xerox Development System**

THE DOCUMENT COMPANY

XEROX

Xerox Canada Ltd.

1

COMIT

Name: _____ **Employee #:** _____

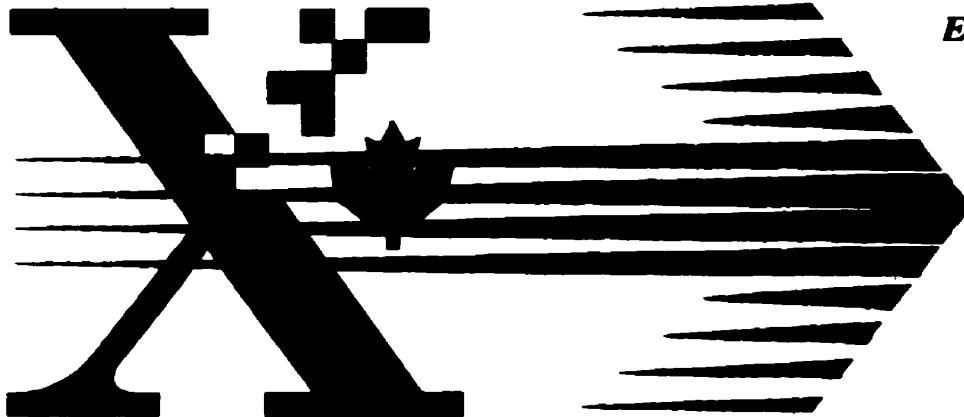
Title: _____ **Work Group/Organization:** _____

Feedback by: _____ **Title:** _____

Period Covered: _____

Agreements	XCL COMIT Communicated	Objectives Agreed	Actions & Measures Agreed	6 Month Review Completed	12 Month Review Completed
• <u>COMIT objectives, targets, actions, measurements</u>					
• <u>6-month Feedback</u>					
• <u>12-month Feedback</u>					

Our Vision



**AT XEROX CANADA WE HAVE AN
EXTRAORDINARY ENERGY
AND USE IT TO MAKE
A DIFFERENCE
FOR OUR
CUSTOMERS
AND EACH OTHER.**

COMIT

Cultural Dimensions — Self-Assessment & Development Summary

Assessment - Beginning of Period

Refer to and complete Cultural Dimensions Guideline and Profile; and transfer information once validated by coach

	Needs Development		Competent			Role Model	
	1	2	3	4	5	6	7
1. Market Connected							
2. Absolute Results Oriented							
3. Action Oriented							
4. Line Driven							
5. Team Oriented							
6. Empowered People							
7. Open and Honest Communication							
8. Organization Reflection & Learning							

Action Plan

Select at least one Cultural Dimension for improvement in 1995 and outline development plan (be specific about actions and timing where possible)

Cultural Dimension selected: _____

Development Plan:

Target Completion Date

COMIT

Priority:

Customer Satisfaction

Strategic Direction:

To continuously improve our Customer retention processes and our Customer relationship behaviours to ensure that Customers are so satisfied that they increase their purchasing and recommend us to others.

1995 Objectives:

- To implement actions identified in Business Excellence Category 4.0 - Customer and Market Focus, to achieve Customer Satisfaction Results 6.1
- To achieve Weighted Machines in Field (MIF) growth.
- To meet Customer Action Request Process (CARE) targets.

To close gaps in:

- Competitive Benchmarking Survey Results: Market Position, Overall Satisfied and Very Satisfied categories
- Purchase Experience Survey Results: Overall Satisfied and Very Satisfied categories
- Service Experience Survey Results: Overall Satisfied and Very Satisfied categories

1995 Work Group Objectives (include your Vital Few) 1995 Targets

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Work Group/Individual Planned Action Measurements [In-process (P) Results (R)]

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Priority:

Employee Motivation & Satisfaction

Strategic Direction:

To develop a work environment to establish XCL as the employer of choice where all employees have an extraordinary energy and use it to make a difference for our Customers and each other.

1995 Objectives:

- To ensure Business Excellence strategies relating to the following elements are implemented:
 - 1.5 Empowerment
 - 1.6 Communications
 - 2.2 People Development
 - 6.2 Employee Motivation & Satisfaction
- To achieve Employment Equity.

• To improve ESMS Results in these areas:

- I have confidence in decisions made by the XCL Leadership Team.
- Taking everything into account, how satisfied are you with XCL as a place to work?
- My Workgroup coach keeps me well informed about what goes on in the business.
- Overall satisfaction.

1995 Work Group Objectives (include your Vital Few)	1995 Targets
<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • •
Work Group/Individual Planned Actions	Measure/Target (In-process (P), Results (R))
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Priority:

Market Share

Strategic Direction:

To implement focused direct sales coverage and channels of distribution based on Customers' purchase patterns. Continuously improve awareness of The Document Company - Xerox in all channels to increase our success in the marketplace.

1995 Objectives:

- To ensure Business Excellence strategies relating to Category 4.0 - Customer and Market Focus and Market Share 6.3 are implemented.
- To improve our Market Dynamics Results: Market Share, Coverage and Awareness for each BDU and CBU.
- To achieve each BDU's/CBU's install unit plan.

1995 Work Group Objectives (include your Vital Few)

1995 Targets

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Work Group Individual Plans (A - F)

Measurement (In-process (P), Results (R))

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Priority:

Return on Assets

Strategic Direction:

To realize profitable revenue growth opportunities while improving productivity individually and corporately in a fast moving entrepreneurial environment.

1995 Objectives:

- To ensure Business Excellence strategies relating to the following elements are implemented:
 - 6.4 Return on Assets
 - 6.5 Productivity
 - 6.6 Profitable Revenue Growth
 - 6.7 Balance Sheet & Cash Flow Strength

1995 Work Group Objectives (include your Vital Few)	1995 Targets
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Work Group/Individual Planned Actions	Measurements (In-process (P) Results (R))
<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • •

Priority:

Environmental Leadership

Strategic Direction:

To gain a competitive marketing advantage by being recognized as a leading supplier of environmentally sound products and services.

1995 Objectives:

- To ensure Business Excellence strategies relating to Element 6.8 are implemented.
- To develop a comprehensive environment, health and safety (EH&S) management system.
- To integrate EH&S into the business processes.

- To improve results from the Competitive Benchmark and Market Dynamics Surveys.

1995 Work Group Objectives (include your Vital Few)	1995 Targets
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Work Group/Individual Plans (A + B)	Measurements [In-process (P) Results (R)]
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Employee :

Period Covered:

I. Six (6) Month Feedback

Did Well:	Do Better
<ul style="list-style-type: none"> • • • • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • • • •

Coaching Summary: (Coach and/or Team Input)

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I have reviewed and understood the 6 month feedback

Employee Signature _____

Work Group Coach _____

Date: _____

Date: _____

Employee :

Period Covered:

II. Twelve (12) Month Feedback

Did Well:	Do Better
<ul style="list-style-type: none"> • • • • • • • • • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • • • • • • • •

Coaching Summary: (Coach and/or Team Input)

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I have reviewed and understood the 12 month feedback

Employee Signature _____

Work Group Coach _____

Date: _____

Date: _____



THE DOCUMENT COMPANY
XEROX

To: Performance Review Process Administrators
From: Donna Mitchell
Date: July 17, 1995
Subject: 1995 Mid Year Reviews

Included in this package is all the information you will need to complete the Peer Review Process with your workgroup. I realize our timeframes are tight and I appreciate your support in delivering the output to your Workgroup Coach by the end of August.

Our performance appraisal process has been revised to reflect some of the recent changes in our culture such as Gainsharing and the Empowered Workgroup environment. The process you will be using was developed by a Quality Improvement Team which included Finance and Admin representatives from our CBU (two members were service technicians previously). It is generic and can be used by Workgroups in all areas of the business. Each question in the survey ties to one of the Xerox Cultural Dimensions.

Our 1995 mid year reviews will consist of three parts:

- 1) Workgroup Self Assessment with June year to date results
- 2) Peer review on behaviors
- 3) Personal action plan for balance of year.

Included in this package are the following items:

- Mid-Year Review Process
- Steps in the Peer Review Process
- Excel program which includes the survey, charts and summary graph
- List of facilitators
- A sample of all the forms, and the final output

This process was designed to have minimal management involvement. Your Workgroup Coach may be either a participant in the process or a recipient of the output - and this should be established in advance. Workgroup Coaches will be available for individual counseling as required.

Thank you for administering this process for your Workgroup. If you have any questions after familiarizing yourself with this package please call me at (416) 972 - 7043 or (905) 479 - 5380.

SUMMARY SHEET FOR ADMINISTRATOR

- Establish meeting date to explain Peer Review Process and hand out forms (30 - 45 min.).
 - * Stress the feedback should be on the impact of the person's behaviour, not on the personality traits.
 - * Workgroup members to take feedback survey forms with them and return to you within 3 days.

- Collect survey forms and input data into Excel program. Run summary and charts for each participant. Return forms, summary and charts to participants.

- Participants will review Workgroup Self Assessment (from data analyst) and peer feedback, then complete Did Well/Do Better form using Coaching Summary section for a Personal Action Plan for balance of year.

- Have Workgroup debrief meeting with facilitator no later than August 24th.

- Forward copies of everyone's Feedback Summary, Did Well/Do Better and Workgroup Self Assessment to Workgroup Coach by August 31st.

1995 MID-YEAR REVIEW PROCESS

- Workgroup assessment is to be completed by each workgroup with June year to date results.
- Peer review process will be completed by each workgroup, and summary sheets will be prepared by the workgroup administrator.
- Individuals will complete Did Well / Do Better as a self appraisal and use the Coaching Summary section for a personal action plan i.e. how they will add value to their workgroup for the balance of the year
- Workgroup administrator will forward copies of the Workgroup Assessment, Peer Feedback Summary and Did Well / Do Better forms for each individual to the Workgroup Coach.
- Coach will file the forms. No sign off is required by the Coach for mid year reviews, and personal coaching is required only in situations where performance discrimination is necessary.
- Workgroup members will contact their Coach if they wish to have personal counseling.

STEPS IN THE PEER REVIEW PROCESS

- Appoint a workgroup administrator for this process.
- The Administrator will make copies of the feedback survey and the Did Well / Do Better form from COMIT, and distribute them to team members. Every team member will complete a feedback survey for each of their teammates and return these surveys to the administrator within the specified timeframe (Individuals should consider filling out a survey on themselves to compare the feedback they receive from their peers - this is an option, not part of the process for mid year).
- The *Stop, Start, Continue* after each question on the survey is designed to elicit concrete examples of behaviours you would like to see the person change. For example, if you think a colleague requires improvement on contribution to the workgroup, you might suggest they *Start* increasing daily call activity and *Continue* the good work they are doing on process documentation. Or *Stop* spending so much time trying to solve a problem and *Start* escalating sooner.
- The Administrator will input the data into the Excel program, then return the survey forms and Excel chart and summary to the appropriate individuals. Each team member will then review their own surveys and be prepared to participate in a debrief session with the workgroup.
- Prior to your debrief meeting each workgroup member will complete the Six Month Feedback form in the COMIT document. The Did Well / Do Better should be a personal assessment of results and behaviours for the last 6 months. The Coaching Summary section should be used for a personal action plan. This should be an individual commitment to add value to the workgroup over the next 6 months. This action plan should include no more than 3 areas, for maximum focus.
- The Administrator will schedule a workgroup debrief meeting and ensure a facilitator is going to be present - i.e. OEM, Service Coach.
- At the debrief meeting each workgroup member will be given the opportunity to ask for clarification on the ratings they have received. Open and honest communication is expected from everyone. Keep in mind you should be providing feedback on the impact someone's behavior has on you, the workgroup or the customer. Feedback on personality traits is not appropriate.
- Following the debrief meeting the workgroup administrator will forward copies of everyone's Feedback Summary; Did Well / Do Better form and the June year to date Workgroup Self Assessment to the Workgroup Coach. (The Workgroup Self Assessment should be available from the data analyst).

Work Group Feedback Survey

Feedback of _____

Feedback from _____

Responds in a timely manner to all Customers Requirements (internal & external)

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Utilizes the technology / processes that pertain to the assigned responsibilities

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Contributes to Work Group goals and objectives

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Prioritizes workload to assist Work Group

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Participates in special tasks for the Work Group / CBU

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Follows through on all commitments

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Displays effective problem resolution

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Arrives on time for work / meetings

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Gives /recieves honest feedback on an ongoing basis

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Conducts themself in a professional manner

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Displays a positive attitude

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____ Continue: _____ Stop: _____

Overall satisfaction with this Work Group Member

Not at All Needs Improvement Competent Exceeds Requirements Role Model

Start: _____

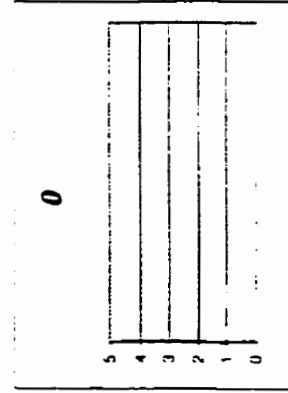
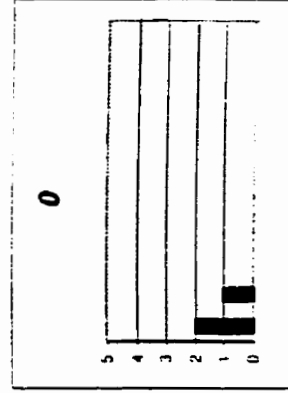
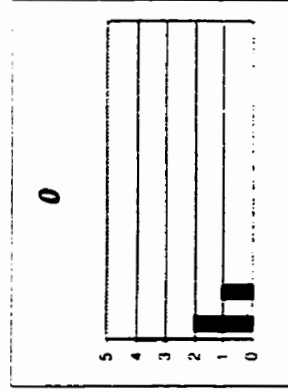
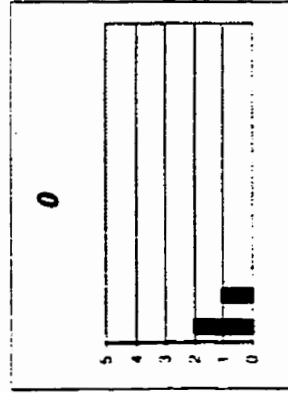
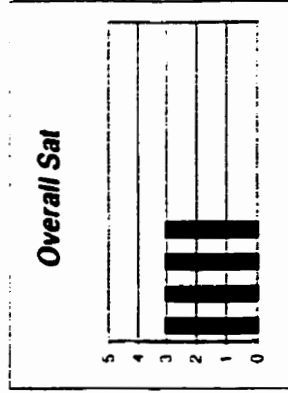
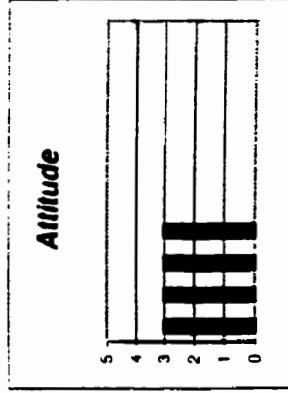
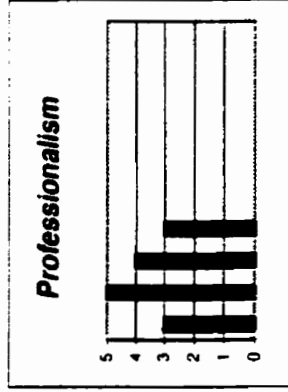
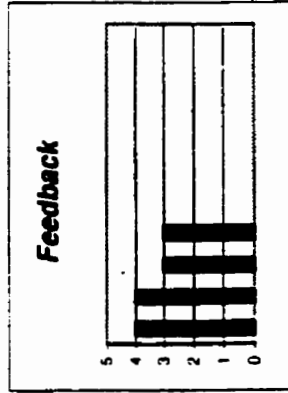
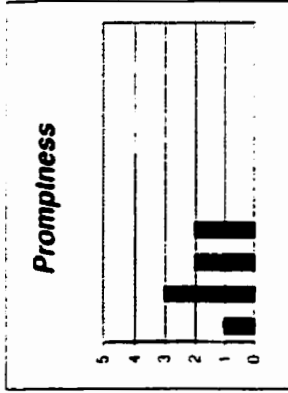
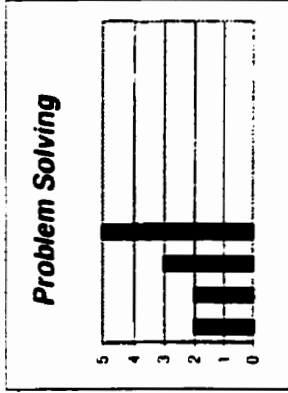
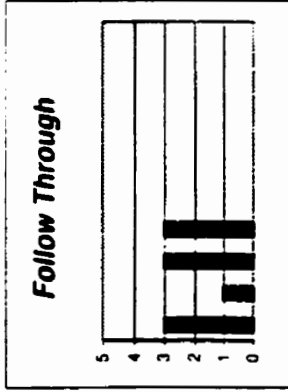
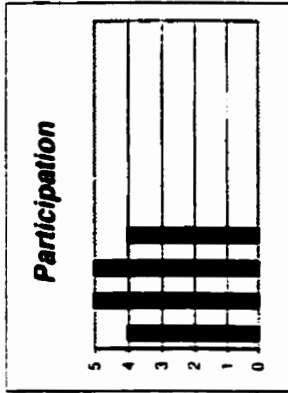
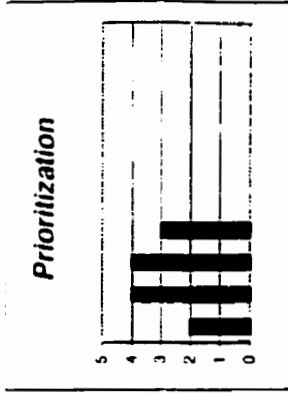
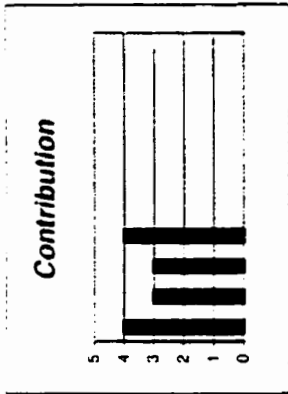
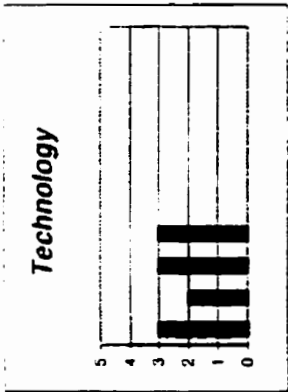
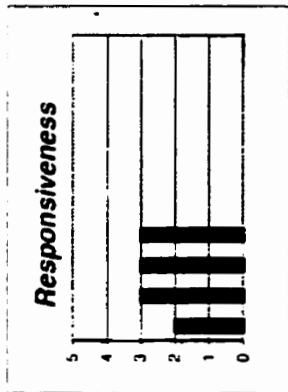
Continue: _____

Stop: _____

John Doe



John Doe



Work Group Self Assessment

Work Group: The Black Sheep
Work Group Manager: John Doe

CBU Vision:
 We in Toronto West Service enjoy energizing those we deal with both inside and outside the Company. Our empowered and skilled workgroups stimulate satisfaction and growth through continuous, aggressive process improvement.

Work Group Mission :
 We are The Black Sheep - a highly energized, empowered group of service professionals dedicated to the satisfaction of our customers through the continuous improvement of reliable, timely service in order to fully achieve Xerox common goals.

Work Group Goals & Objectives:
 Customer Satisfaction
 ROA
 Market Share
 Employee Satisfaction
 Environmental Leadership

Start-Up Steps

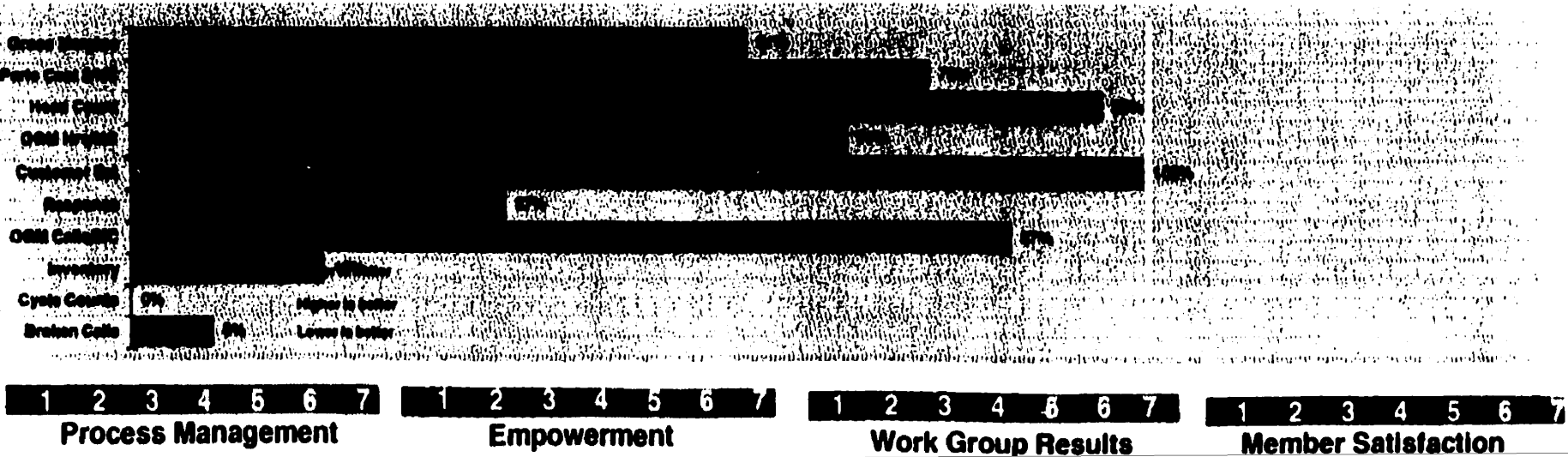
Decision Making Authority

Key Work Processes

- Meeting Process
- Communication Process
- Conflict Resolution Process
- Call Prioritization Process
- Vacation Planning Process



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Employee : _____

Period Covered: _____

I. Six (6) Month Feedback

Did Well:	Do Better:

Coaching Summary: (Coach and/or Team Input)

I have reviewed and understood the 6 month feedback

Employee Signature

Work Group Coach

CHECK SHEET FOR PEER REVIEW
DEBRIEF MEETING

Workgroup Name/Number: _____

Number of People in Workgroup: _____

Workgroup Coach: _____

Facilitator: _____

Date: _____ Meeting Duration: _____

Number of participants who accept feedback (show of hands): _____

Any recommendations for process improvement?

* Facilitator to complete form and forward to Donna Mitchell (interoffice mail to Bloor)

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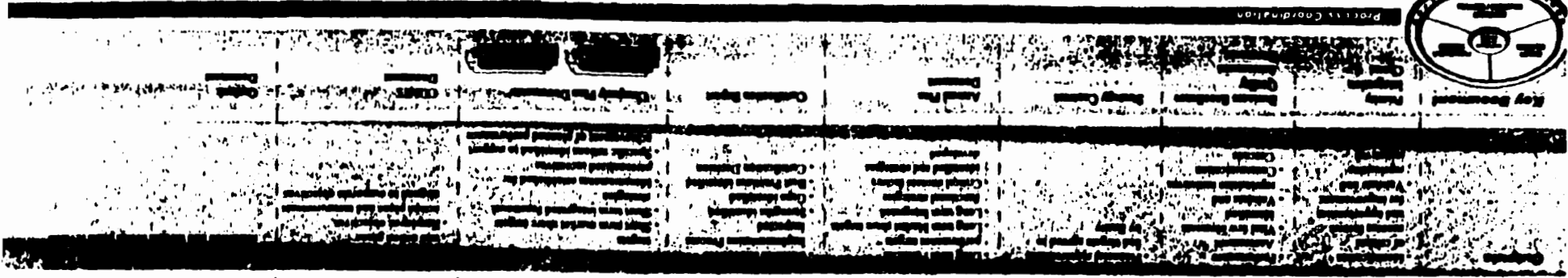
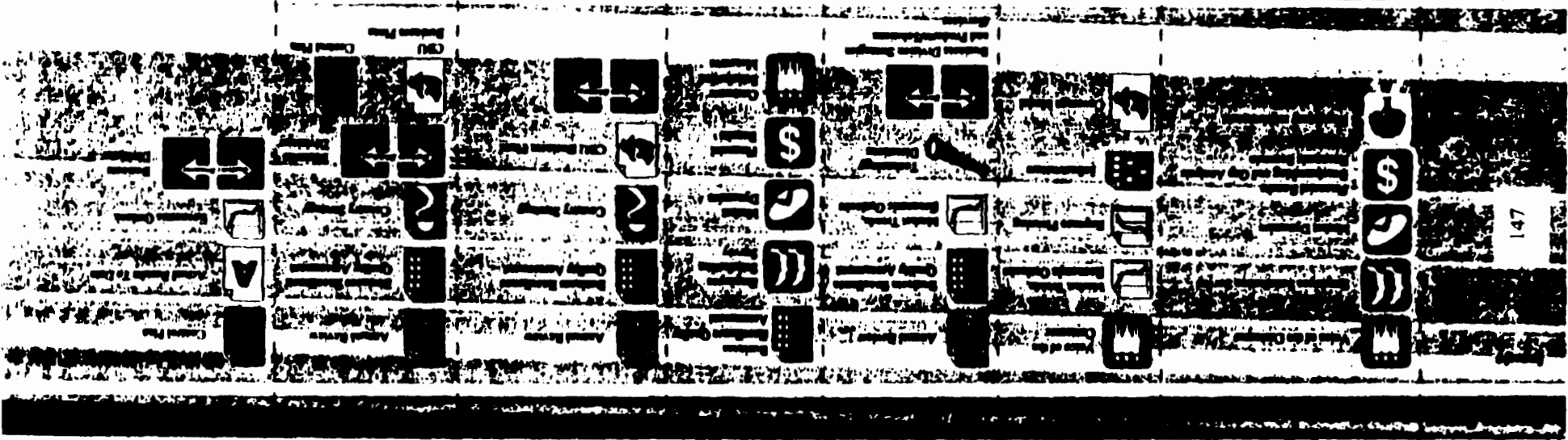
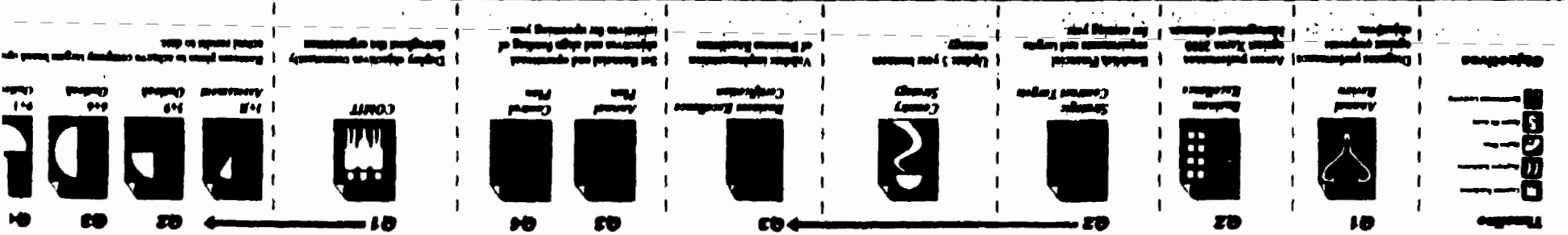
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Appendix D.3- Business Excellence Process Overview (pg. 146)

Xerox Canada Ltd. Planning and Strategy Process



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Appendix D.5- Competency Development Process (pg. 148)

COMIT

Cultural Dimensions Self-Assessment & Development Plan

Assessment - Beginning of Period								
Refer to and complete Cultural Dimensions Guideline and Profile; and transfer information once validated by coach	Needs Development		Competent			Role Model		Cultural Dimension Selected for Development
	1	2	3	4	5	6	7	
1. Market Connected								
2. Absolute Results Oriented								
3. Action Oriented								
4. Line Driven								
5. Team Oriented								
6. Empowered People								
7. Open and Honest Communication								
8. Organization Reflection & Learning								

Development Plan

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Development Plan Part A: Cultural Dimension Behaviours

Actions I will take to demonstrate the desired behaviour profile related to the Cultural Dimension I selected:	Target Completion Date

Development Plan Part B: Competency Development

The Learning Resource Guide diskette contains the learning resources that are available to support your development.

It allows you to create a learning action plan to develop the competencies (knowledge & skills) you need to achieve your performance and career goals.

- Follow the instructions on the diskette to:
 - identify the competencies that are related to the Cultural Dimension you have selected as a development priority
 - identify other competencies to support achievement of your COMIT objectives
 - identify the learning resources which have been linked to each competency (resources such as self-study, action learning and training programs)
- Determine which learning activities are best suited for your development needs
- Using the form on the following page, list up to 5 competencies as development priorities, and specify the learning activities you will complete over the next 12 months.

Note: If you have already completed a Learning Action Plan as part of the XDS process, simply transfer that information on the form included so that all your development activities are part of your COMIT. Ensure that at least one of the 5 priority competencies is related to the Cultural Dimension you have selected.

Learning Action Plan

Name: _____

Manager/Coach Name: _____

Employee #: _____

Manager/Coach Signature: _____

Priorities For Development

Competency Name	1	2	3	4	5

Learning Activities

Learning Activities	Planned	Completion	Status